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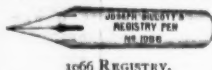
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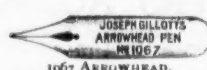


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The Professional Income.

By WILLIAM E. CHANCELLOR.

An article upon the causes of teachers' salaries was published by THE SCHOOL JOURNAL, May 7, 1898. Owing to the intimate relation of the line of thought there developed with the purpose of this article, I must refer to its argument that the typical salaries in teaching are determined by social and economic laws and not by individual desires or opinions. As the teaching profession evolves into more definite character these laws will operate more certainly even than now.

It was there said that the profession has come from two contributing sources, the clergy and the tutor or governess. To discriminate clearly the teaching profession from all other occupations, it is desirable to discriminate professional teaching from all other forms of teaching. We are very well accustomed to discriminate between the mother dosing her little ones, the quack with his panacea, and the "regular" physician: the physician only is giving medicine scientifically for the restoration of health. We recognize medicine as a profession; so also law, theology, engineering, and various other occupations. It is well for us to separate and to recognize the profession of education from all other forms of teaching. We know that in our American society are teachers of music, of fine art, of trades, of devices, of commercial and mechanical arts, even of astrology, palmistry, and various other charlatanries, to say nothing of barbering, horse-shoeing, millinery, dress-making, cooking, and pharmaceuticals, as well as teachers of reading, writing, and arithmetic. Whatever the grown-up folks know, they like to teach the children. All adults are teachers in some degree. And there are over 350,000 school teachers in our nation, not including the 6,000 college professors, or the 20,000 teachers of art, many of whom teach in schools. Just how many tutors and governesses there are nobody knows. The more or less well recognized teachers outnumber the 90,000 lawyers, the 89,000 ministers, and the 105,000 physicians, taken together. But to this day education is not a profession in the same sense as is either medicine, law or theology. There are several reasons.

The Characteristics of a Profession.

To practice medicine the candidate must secure the degree from licensed practitioners. To practice law he must be admitted to the bar by admitted lawyers. To preach theology he must be ordained by recognized theologians. The gatekeepers to true professions are selected by the accepted exponents of those professions, to the marked welfare of the general public. Again, medicine, law, theology, each means a more or less well-defined body of doctrine, or core of thought. Education is beginning to assume similar definition. Each profession has its definite temporal relation. Law seeks to bring the present into line with the past. Medicine deals with the present. Teaching is in the interest of the future. Theology is concerned with the eternal and the infinite. Lastly, the human factor in a true profession transcends all material factors. Law seeks to guarantee justice and private rights to human beings. Theology seeks the salvation of human souls. Medicine seeks human health. When teaching displaces as its end the pupil's knowing so much grammar, or so much banjoing, or so much carpentering, or so much anything whatsoever, and sets as *its end the development of the human mind*, then it becomes a profes-

sion. We may call it professional teaching, or school teaching, or education.

Not Business in the Money-Getting Sense.

These facts and principles bear noteworthy relations to teachers' salaries. Professionalizing the occupation of teaching means raising the intrinsic value of teaching and the community's opinion of that value. The herb-doctor receives less than the physician the grammarian than the educator. No one hears reputable and successful physicians talk of "the business of medicine" or reputable clergymen speak of "the business of preaching." The increasing prevalence of the phrase "the business of law" is deplored by the best and most successful lawyers. "The business of education" is on the wane. The best principals and superintendents are very apt nowadays to ask the young college graduate whether he "means to make a life-work of teaching." The use of teaching "as a stepping-stone to a profession" is ceasing, and will end when teaching is itself perfectly organized as a profession. There is no antagonism between teaching and woman's natural life-work in a home of her own; there is no good reason to ask the young woman of twenty just graduated from a normal school whether she intends to make teaching her life-work. Unquestionably she does mean to teach all her life, other people's children or her own. But the invasion of young men, bent on money-getting, is a curse of teaching, and cultivates in them insincerity and superficiality.

Why Teachers Receive Money.

The salaries of teachers are nowadays derived from three sources: the private purses of individuals, the interests, rents or profits of real estates, stocks, bonds, and other endowment funds, and the taxation of private property by public law. Less than a century has seen the first change from the most to the least important source, and the third from the least to the most important. Meantime the revenues from endowments have vastly increased. But all salaries of professional teachers, irrespective of their sources, are non-economic in their nature; they are not "compensations," tho it is often hard for the business man to understand this and often distasteful for the teachers to admit it. No professional teacher's service is worth "money." The teacher is not "worth" money, but his service requires money for its continuance since it costs him money to produce it. The better the teacher the more his service usually has cost and continues to cost him in its production. The institution which employs him is employing so much health, vigor, mind, spirit, and soul; the income allotted to him measures the amount he is to receive for his bodily, mental, moral, and spiritual sustenance, and to a very great degree this determines the quality of service he is to give. It is to a like degree folly to put a professor in his professorial chair on ploughboy's wages and to put a ploughboy in the professorial chair on professor's salary.

American education knows many instances of its learned scholars and teachers of well-deserved reputation on five or six hundred a year and some few instances of its immature youths in great places on two thousand a year. The teacher's service is not rendered in either the production, or the distribution of material wealth. Apart from the acquirement of commercial, industrial, mechanical, domestic, and agricultural arts, education higher than grammar grades is apt quite as often to reduce as to increase a boy's or a girl's direct wealth-value to a commu-

nity. Good literature, science, history, music, painting; these do not inculcate love of material possessions. We are, as disciples of our own logic, forced to see that our "pay" comes, not as exchange for property surrendered or wealth produced or for service in these connections, but as gifts without equivalents in kind. The teacher's salary is a reward or an honorarium or an annual income commuted in place of fees. In this respect the teacher's salary stands on the same excellent footing with the preacher's. It is safe to predict that if medicine and law survive, they, too, will come to the same evolution.

Recipients, Not Producers of Wealth.

All the activities of the world may be classified as those of business or those of charity. Business is the realm of *quid pro quo*; it includes about one seventh of the activities of mankind. Charity is the realm where "something" is constantly given or got "for nothing," where real "things" are exchanged for ideas, hopes, sympathies. The market typifies business; the home typifies charity. The farmer brings in vegetables and takes home boots. The father gives food, clothes, shelter, and gets love sympathy and care. The balance is the instrument of business. The alchemists' refining furnace is the reality of every charitable institution. The hospital receives wealth for healing disease and gives back health. The school receives wealth for instructing ignorance and gives back intelligence. The home receives wealth to create weariness and gives back strength. All the world consumes wealth, and the final goal of all good wealth is useful consumption. In this respect only, as recipients and consumers, do wives, mothers, children, invalids and the aged; and preachers, teachers, physicians, poets, artists, and law-makers, border upon the economic world. They make demands upon it, very largely, they create its tastes and fashions, but they give to it nothing that may be itself consumed in the support of the material life. We exist by social favor, expressed publicly or privately. We are wanted for our own sakes. We are accepted as proper burdens upon the economic labor of the world. We do not receive more from economic society because from habit, tradition, reason, and choice, wealth-controlling mankind does not care to pay us more, and so have less for itself and its other dependent favorites.

Non-Economic Society.

Statistics show that the total economic population of this country, agricultural, commercial, manufacturing, and mining, does not exceed ten million workers. In short, one person in seven by economic labor supports the other six. There are twice as many school children in this country as there are economic laborers. There are twenty million wives dependent on their husbands; there are a million and a half domestic servants and three quarters of a million members of the four professions of law, theology, medicine, and education, and over half as many government employees in non-economic service.

All these dependents upon the economic labor of the world live by the voluntary contributions or the exactions from the labor of the world as gifts or payments of interest, rents and profits. If these contributions and exactions should cease, civilization would come to an abrupt and catastrophic end. But the history of the world shows that the increase of inventions means not merely an increase in material comfort and luxury but an even greater increase in the proportion of the non-economic to the economic members of society.

A Comparison of Incomes.

The teacher's position is secure. Humanity knows that he radiates social companionship and peace, personal aspiration and knowledge of nature and human nature, affairs never to be forgotten either by the "makers of money" or the producers of wealth. The teacher's salary therefore measures his community's desire for his services. We are apt to forget this. The average teacher's salary, \$400 or \$600 or \$800, reflects the community's average sense of the value of teaching to its life, and measures

the quality of its desire to educate its young generation. Upon such an analysis it seems clear that all comparisons of teachers' incomes with those of manufacturers, shopkeepers, clerks, mechanics, book-writers, bankers, civil-engineers, and of all who constitute economic society are beside the mark and irrelevant. But a brief comparison of non-economic incomes may be instructive. I have never known a city in the United States where the salary of the superintendent of schools is nearly as high as that of the leading preacher or one-half that of the leading doctor or one-quarter that of the leading lawyer. The number of college presidents and school superintendents who receive \$5,000 or over is less than one hundred. But the number of clergymen who receive \$5,000 and more is unquestionably five times as great. And every city of as many as 10,000 people has several doctors and lawyers, with at least that income. On the other hand, the total amount of money expended in a given community on preachers will seldom equal the total amount expended for teachers. It would probably be a fair estimate to say that a nation's legal advice costs it twice as much as its medical service and three or four times as much as its preaching or teaching.

I have no doubt that the close of the 20th century will see this relation very greatly changed. We are now in the illogical position of saying that the public service of a school superintendent to his entire community is less desirable and valuable than that of a clergyman who ministers to a single church or of a physician who attends a single group of families or of a lawyer who looks out for the interests of a single group of clients. In the concrete we are in the illogical position of saying that the two men whose services as city superintendents now reach in one case three million and a half of people and in the other case two million are worth only ten thousand dollars each, when there are clergymen, doctors, and lawyers, in their communities receiving for no more competent professional service, benefiting relatively very few people, incomes ranging from twenty to fifty and a hundred thousand dollars each. When education has become a completely developed profession, no such status will exist.

Rise of the Profession in Public Importance.

In the average American community of culture, forty per cent. of its taxes are expended upon the schools. This percentage is steadily rising. Of the money expended for schools about forty per cent. is expended for teachers' salaries. This percentage is steadily rising. More than one-sixth of the entire population of this country attends school every year. This percentage is steadily rising. The average length of a child's school life is steadily increasing. The number of days each year given to school-going is increasing. Four-fifths of one per cent. of our entire adult population is now engaged in teaching. This percentage is steadily rising. The stupendous and overwhelming fact is that school-keeping is now quantitatively (ought to be qualitatively) the greatest single occupation in this country. It is yearly growing in dignity, importance, and public esteem. When education has secured as large a proportion of members of the first excellence, in native ability, in training, and in character, as law, medicine, and theology, have long had, its exponents will become the predominant factors in American life, and their salaries will correspond.

The *New York Tribune* was probably right when it said that the people who pay in the money to run the schools would never consent to have the teachers select the teachers. But as it is an actual fact that the taxpayers want good schools, it is fair to infer that some plan could be devised by which the taxpayers themselves would select good teachers. They would consent, we think, to select a board of men and women who should make up an "eligible list" on which those possessing scholarship, pedagogic knowledge, teaching skill, personal force, culture and high character could be placed, and from which appointments would be made.

Educational Advancement.

By Supt. C. B. GILBERT, Newark, N. J.

Educational progress, both in New Jersey and the country at large, has been marked by no startling occurrence, but it is none the less real. We must, however, watch the gauge carefully, or it will not be evident.

The growing sentiment in favor of such training as is given in the high school is as vigorous now in New Jersey as it has been slow in arriving. In all parts of the state the village schools are being extended in grade so as to provide secondary courses. High schools, costing large amounts of money, are being erected in most of the larger cities.

One of the noteworthy educational struggles of the time is over a high school—whether the will of the objecting minority, because of legal technical ties, shall overrule the large majority desiring additional high school facilities. It is a curious historical fact that the growth of educational systems has been from the top downward. Universities always precede common schools, or common schools worthy the name.

In autocratic and aristocratic countries higher education is furnished to a select few who are needed by the state as leaders. In a free democratic state higher education must be furnished to all who select themselves. Leadership among us cannot be pre-determined, and social and civic safety can be assured only when the broadest opportunity for development is offered to all children. In a social state whose foundation principle is the capability of each individual to govern himself and the combined individuals to manage the affairs of common interest, secondary education, so-called, becomes not a boon to the few, but a necessity for the many.

The possession of the most elementary rudiments of common school education by a member of modern complex society is not necessarily a boon, it is often dangerous, and sometimes positively harmful. If there is safety in education, it is in liberal education.

It is most encouraging to see that the kindergarten has come, and unless the experience of New Jersey is different from the rest of the world it has come to stay. This does not need elaboration, for the kindergarten in any system of schools is not merely an institution for taking care of little children, it is an aroma, a beautiful spirit, and it furnishes suggestions and philosophy for the conduct of the entire system.

The growth of professional spirit among teachers is the best possible sign of educational progress. The growth in this state is indicated by the increase in professional reading, the organization of reading circles, and by the attendance upon educational meetings. The state wisely spends money to aid teachers in purchasing educational literature. Teachers wisely spend money in attendance upon meetings of various teachers' organizations.

Are County Institutes Injurious?

Does the state wisely spend money in conducting county institutes as at the present time? Your committee does not desire to make any radical statements upon this subject, but it does desire to call the thoughtful attention of the teachers of the state, the state board of education, the state superintendent, and the legislators to this question. In our common schools we are trying to do away with mass teaching. It is a question whether mass teaching is of more value for adults than it is for children. This committee inclines to the opinion that the lecture plan is the worst possible plan of teaching anybody, and that the ordinary county institutes, to which teachers gather, and remain for one, two or three days, listening to talks by people of greater or less ability, are questionable means of educational improvement.

Anyone who has spoken in an institute towards the end of the session knows what to expect—weary countenances, forced attention or inattention, deadened nerves, in short, all the evidences of mental indigestion. Would it not be well to abandon the present plan of county in-

stitutes and to substitute therefore some plan of regular, systematic instruction for teachers?

The most successful of these plans thruout the country seems to be that of summer schools. We desire to call the attention of the authorities especially to these. If it is desirable to have the meetings during the autumn as now, even then they should be organized as schools, and classes of various sorts conducted in different subjects.

An occasional great gathering, to be conducted by some great leader, is valuable for furnishing inspiration. Such leaders and speakers are few, and, even if they were numerous, it would not be well to multiply such gathering. Your committee urge a very careful consideration of the entire question of training teachers who have entered the service, having in view especially the substitution for present methods of teachers' training classes.

Another sign of educational progress which falls in with a movement which is at least national, is the gathering together in several of the counties of school boards furnishing members an opportunity to discuss school administration and to familiarize themselves with educational problems. Such organizations are among the most promising with which your committee are acquainted. They are indications of an awakening lay interest in education, and of a demand for intelligence on the part of those who administer school systems.

In this connection the committee has been greatly interested in observing the growing dissatisfaction with political methods of school administration. This state of New Jersey is known among the states of the Union for the extent to which public affairs, and even private affairs, are controlled by politics, and it is a most promising sign when the people, not merely the teachers, but citizens generally, are demanding that schools shall be taken out of politics. May the good time come speedily!

Matters of General Interest.

It has been decided that it is within the province of this report to touch upon such matters of general interest outside of the state as are especially significant and call attention to the following general lines of progress:

First—The growth of lay interest, and as a result of this improved school legislation, and as another, large gifts to educational institutions.

Second—The application of the principles of philosophy, which have of late been brought to the attention of teachers to the development of courses of study.

Third—Enlarged facilities in higher institutions of learning for the study of pedagogy, especially in preparation for work in secondary schools and positions of executive responsibility, and in connection with this the growth of professional spirit and professional study among secondary teachers.

Fourth—A marked improvement in the general character of the text-books issued during the year.

Fifth—The organization of the school system of Greater New York.

Material Aids.

Lay interest in education has also been manifested by noteworthy benefactions to educational institutions. There have been no especially noteworthy additions to educational philosophy or literature.

The best proof which the year has given of the change of mind among high school teachers has been the noteworthy attempts at child study carried on in the high school of New Haven and other cities. The demand for trained secondary teachers is so general that institutions of higher learning are beginning to meet it. The pedagogical departments of several universities, notably Columbia, Cornell, and Wisconsin, have been greatly enlarged and strengthened with a view especially to training secondary teachers and executive officers. This movement is most significant.

(From a report submitted to the New Jersey State Teachers Association.)

The School Journal, NEW YORK AND CHICAGO.

WEEK ENDING JANUARY 14, 1899.

The problem of the remuneration of teachers is receiving well-deserved attention. This is a natural result of the growth of the dignity connected with the office of the educator. It is recognized more generally than ever before that a special preparation is required, in that even after the teachers are in office they must be constantly fitting themselves for increased usefulness. In no department of human activity do the demands of the rise of civilization make themselves so quickly and so forcibly felt as in education. A teacher needs books and educational journals, attendance at institutes, summer schools, and other gatherings of professional improvement. All this necessitates a large outlay of money.

A community which recognizes all this and still continues to hold the teachers salaries' down to the wages of unskilled labor ought to be shamed into a practical recognition of its meanness. The fact that many teachers do not make their business their study, argues simply that they are not fit to hold office and is no excuse for depriving the deserving of an increase of their income. These columns are open to suggestions aiding to place the problem of teachers' salaries in the right light. Such articles as the one by Supt. Chancellor in the present number point out effectual lines of argument.

The reports of teachers' conventions which appear in this number throw much light on the present tendencies of educational discussions. One indication of progress in all of them is that pedagogical training is now generally recognized as a necessary qualification of the educator. It is interesting also to become acquainted with the leaders of education in various parts of the country. Several reports of important meetings could not be included in the present number for lack of space. These will be given next week.

The resolutions adopted by the Illinois State Teachers' Association at its recent convention show which way the best educational efforts are directed. The association believes in professional training of teachers, free summer schools, strict state supervision of degree-conferring institutions and opposition to state uniformity of text-books. Its declarations on these points have the right ring to them.

The talk about the "Teacher's Profession" began a good many years ago; it will doubtlessly eventuate in something more than talk. But all who are teaching are not going to be professional teachers; there are a large number who don't want to be and who will not give the extra labor that will be demanded. There is no reason why the recipients of the life diplomas should not have it made known, in some formal way, that the state recognizes them as professional teachers. The normal school could issue a similar certificate to those graduates who had taught successfully for five years. Thus we should actually point to a class of persons recognized by the state as professional teachers and the right beginning would be made.

Chicago's New School Bill.

The educational commission appointed by Mayor Harrison, of Chicago, to report on the needs of the public school system of that city has come forward with a bill embodying the results of its deliberations. Considerable importance must be attached to this document, which was drawn up by Donald L. Morrill, general counsel of the board of education. There is no doubt that its provisions will meet with much opposition and the path to its enactment may not be a smooth one. The critics of the bill, however, will find the committee well prepared to answer all attacks. Much thought was spent on the preparation of the measure and every detail was thoroly discussed. The committee selected for itself an advisory council composed of well known educators in all parts of the country, among them several men who have given years of study to the problem of school organization and administration. "Mayor Harrison's educational commission" is prepared for a vigorous campaign, if need be, to demonstrate that its bill proposes an ideal system for cities having a population of over 100,000, and that most of its features would prove a benefit to city school systems generally. The main provisions are as follows:

The membership of the board of education is reduced from twenty-one to eleven, appointments to be made by the mayor for terms of four years.

The city shall hold the title to all public school property real and personal, in trust for the board of education by which it shall be controlled. Real estate shall be sold by the council only on recommendation of the board, the personal property may be disposed of by the board.

The city treasurer shall be the treasurer of the board, and all moneys paid out by him must be on warrants issued by the board and countersigned by the mayor and comptroller.

The expenditures of the board are limited to the amount received from the state common school fund, the rental of school lands or property, the income of special funds, and the amount annually appropriated. The board is given no power to levy or collect a tax.

The board shall elect its own officers, including a superintendent of schools, and shall have the power to erect or purchase buildings, and acquire sites, without the consent of the council. It shall also furnish supplies, examine teachers, issue certificates, prescribe studies, establish and maintain a system of inspection by districts, establish and maintain kindergartens, manual training, commercial and other high schools, evening schools, normal, vacation, and truant schools, and a system of free evening lectures for adults.

THE SUPERINTENDENT'S POWERS.

The superintendent shall be elected for a period of six years, and his salary shall not be reduced during his term of office. He shall have a seat in the board of education and the right to speak, but not to vote. He shall select text-books for such studies as the board may determine shall be taught, and apparatus for such purposes as the board may authorize. His selection in these matters shall be final unless disapproved by a two-thirds vote of all the members of the board, not later than the second meeting after the report is made. He shall have the power to appoint assistant superintendents, supervisors, principals, teachers, and attendance officers, to promote and fix their grade in the salary schedule, and to dismiss them; provided, however, that such appointments shall be reported to the board and shall stand as final unless overruled by a two-thirds vote as before stated; provided, also, that promotions shall not be made without examination and approval by an examining board; and provided that provisional certificates for two years shall be given by the superintendents to new teachers approved by the examining board, such certificates being then made permanent if the teacher be successful.

THE BUSINESS MANAGER.

A business manager is provided for, to be elected by the

board for six years. He shall, subject to the prior approval of the board, appoint the architects of school buildings; advertise and award contracts for construction and repairs and for the furnishing of supplies; oversee all work under his control; appoint, direct, discharge and fix the compensation of janitors, engineers, and other assistants, in accordance with the board's civil service rules. His acts shall be subject to disapproval in the same manner as those of the superintendent.

THE BOARD OF EXAMINERS.

A board of examiners is to be established, consisting of the superintendent, one assistant superintendent chosen by him, and three special examiners appointed by the board of education upon nomination of the superintendent, the nominations to be three times the vacancies. This board shall hold examinations at various times and shall certify names of those who pass, for enrollment upon the various eligible lists.

MINOR MATTERS.

The city shall be divided into special inspection districts, each to include not more than ten schools. The board shall appoint six commissioners for each district to visit and report on the schools.

All contracts exceeding \$200 shall be advertised and let to the lowest bidder.

The police are given the duty of helping to enforce the compulsory education law.

More Than Citizenship.

It is often said by school officials that the object of the school is citizenship; and many educators have assented to the statement. It is believed that the earnest teacher keeps this thought before him as he faces his class. Does the clergyman when preaching say to himself that his words will save his hearers from the prison or the gallows? Does the teacher when he is drilling his pupils on the arithmetic tables say to himself that now they will not be cheated on buying beef steak?

The object of the teacher is the ideal man or woman, a person able to understand his surroundings. We of these times understand our surroundings much better than those who have lived before us, and there ought to be higher attainments in correct living—and so we believe there are. To be a citizen one needs to know his community, surroundings, and limited fields.

Those who emerge from the school, be it primary, grammar, high school or college should have mental training and settled purpose to do right. These are the two ends the thoughtful teachers of the country aim at. Every one as he leaves the school, no matter what its grade, enters into citizenship; the youth must obey the laws of the community, the young man is allowed to help make them. The essential things are that intelligent possession of the knowledge gained by the race appropriate for the age, and a firm purpose to do right. Those standing on such a platform will make good citizens.

The force that New England distributed over this country consisted of the two elements named above. She established schools to give mental training, relying on the family and the church to impress the determination to do right. A popular writer exhibits this idea in portraying the departure of the young man from the family roof tree for the Far West to seek his fortune. His father counsels him to be industrious and economical, accurate and faithful; his mother charges him to remember his responsibility to God: "Forget us if you must, but never forget your God."

Pedagogy relates to the mental training—one of the elements in teaching—it is but one. Let no one suppose,

however great his pedagogical attainments, that he is really a teacher unless he is equally able to impress character—a settled purpose to do right at all times and in all places. The belief is entertained that one able to perform the first, is equally able to perform the second; this depends on the teacher's conception of his office.

The Gordon Memorial College.

One of the most interesting events of the new year is the laying of the corner-stone of a college at Khartoum in Central Africa; this was done Jan. 6 by Lord Cromer. Its name is The Gordon Memorial College, and is in memory of one of the bravest men that ever lived. The old practice was to put up a stone monument; Egypt is full of these; the new practice is to put up institutions for the benefit of children and youth.

There are some good things said of this enterprise: the attempt will be to create a self-governing people: the main course of study will concern agriculture, engineering, and all other useful arts. This is indeed an improvement; fifty years ago, it would have been thought most essential to teach Latin and Greek. Four months after the capture of the Soudan a college is founded; the world moves.

Nature Study.

The appearance of nature study among the things to be learned in school, does not seem to have aroused the opposition that manual training met. The old curriculum had been broken into; its advocates saw that changes were inevitable and they ceased to oppose. In many schools heretofore some botany and zoology had been undertaken; these with some other subjects are grouped under the new title.

Most normal schools have placed nature study among the subjects to be taken up by those preparing to be teachers. In the Philadelphia normal school, for example, plants, fruits, ferns, growth of seeds, buds, etc., are carefully studied; insects, as the locust, beetle, spider; fishes and birds, are watched and written about. All of this is to prepare the teachers to lead in a similar work in the school of practice.

Children should study plants and animals in like manner, keep a record of the weather; make excursions, visiting quarries and gathering specimens of the rocks, minerals, and soils. It is not expected that the pupils will obtain much information, but that they will be trained to see, and obtain some idea of the office of the weather, the atmosphere, the soil and water on life.

An important question is whether this study of minerals, plants, and animals does not lessen the amount of study to be given to numbers and language. Several years ago, a principal of a primary school in New York protested strongly against any addition to the studies, on the ground that 750 of the 1,000 in attendance got no more education than was obtained there; hence the importance of pressing hard on language and numbers. But that same principal now declares that the important thing is to have this 750 go out with desire to know more about the world in which they live. Here is a neglected field of inquiry: How many out of the 750 will throw down their books when they leave school and do no more investigating and thinking?

The Educational Outlook.

A New Year's Gift.

CAMBRIDGE, MASS.—Mr. Frederick H. Rindge, of Santa Monica, Cal., in accordance with a promise made last summer, has conveyed to the city of Cambridge, as a New Year's gift, the Cambridge manual training school. The building was erected and equipped by Mr. Rindge ten years ago, at a cost of \$75,000. The school will be maintained by the city, for boys alone, under the present corps of teachers. It is a model of its kind. Prin. Morse has had hundreds of visitors from other cities, planning for manual training schools, and many such have been modeled on the one in Cambridge.

Besides the manual training school, Mr. Rindge has given the city a beautiful public library which cost \$100,000; a magnificent city hall, which cost \$200,000; and the large tract of land, on which stand the library, manual training school, city hall, and English high school.

The following officers were elected for the year: F. L. Burk, of Santa Barbara, president; Mrs. Fitzgerald, San Francisco, secretary; F. K. Barthel, San Jose, assistant secretary; F. F. Bunker, Santa Rosa, railroad secretary; Philip Prior, San Francisco, treasurer.

California Text-Books Condemned.

SAN FRANCISCO, CAL.—Since December, 1897, when the state teachers' association mildly said that the state's text-books did not meet the requirements of the schools, the opposition to the books has been constantly growing. As the new year opens, a strong attempt will be made to have the books at least revised, if not taken entirely out of the control of the state. It is claimed that the books are antiquated, written and illustrated by amateurs, poorly printed on poor paper, and cheaply bound. The arrangement of the history is totally without regard to chronology, the grammar is a mixture of every part of the English language, the rules and definitions in some of the books are totally unsuited for the age of the children for which they are intended. Such are a few of the criticisms made. The Developments of the situation will be watched with interest.

Supt. Balliet on the Art Idea.

Supt. Balliet, of Springfield, spoke to the teachers of Boston university recently on "The Art Idea in Education." He regretted the wrong conceptions that obtained concerning art and art education, and the narrow idea that the study of drawing was art education itself. Continuing, he said:

"There are at least three different lines of art education possible to-day in all good public schools. These are drawing, music, and literature, and the last two develop the art sense of children quite as effectively as the first. Any one of these three arts appeals to the pupil in a different way from the other two. It does not follow, therefore, that because a child has no talent for drawing his art sense is neglected if he studies music or literature instead. Most children can be taught the elements of all.

Another false conception of art education now prevalent in public schools is that the main object is to have children produce something beautiful. This is important, but it is immensely more important that children be trained to appreciate what they see. This can be accomplished effectively by having them study photographs which are good reproductions of great works of art, such as paintings, sculpture, or casts and architecture. This truth is just coming to be recognized. The movement to decorate school-rooms with such works of art meets the needs of the schools only in small part, since what is really needed is a collection of such reproductions in each school, selected solely with a view to class instruction.

"Children's literary taste is developed not by having them write compositions, but by having them read the great masterpieces of literature. The teaching of drawing alone does little more to develop the art sense in children than the teaching of composition does to develop literary taste. Every child should be trained to write good English, as a means of expressing his thought; in like manner he should be trained to draw with sufficient facility to express himself in the language of drawing. This has been aptly called "graphic drawing." In both cases there should be an effort made to have this training in expression lead up to the beautiful in art.

Examination for Substitute Teachers.

An examination of applicants for licenses as substitute teachers in the elementary schools of the city of New York will be conducted by the board of examiners on Saturday, January 21, 1899, commencing at 9:30 A. M., at public school No. 1, corner Catherine and Henry streets.

Each applicant must be at least eighteen years of age.

The examination will consist of a written and an oral examination in the studies of the elementary public schools.

College graduates and holders of first and second-grade county commissioners' certificates may be exempted from the written examination.

Substitute licenses are granted only for a period of six months, and entitle the holders to render only substitute service. They do not entitle the holders to appointment in the regular corps of teachers.

New York City.

The central board held a four-minute session last Wednesday and settled two matters. \$10,000 was transferred from the Brooklyn janitors' fund to the teachers' salary fund. The other matter was the election of a temporary president of the board to serve until the reorganization next month. J. Edward Swanson, the vice-president, was elected temporary president.

Mr. Agar Replies to the Mayor.

Commissioner Agar has sent an open letter to the mayor in reply to the latter's communication to the members of the borough boards urging them to provide accommodations for all children in the greater city. Mr. Agar's letter is in part as follows:

"It is encouraging to learn that you have granted in January, 1899, a request earnestly made in January, 1898, by our borough school board; for so great was the need of schools for our children, so horrible the results of neglecting them for twelve months, that we earnestly besought you and yours not to let any building contracts lapse, not to let the corporation counsel delay proceedings to acquire sites, not to deny us the proceeds of bonds authorized by the legislature for sites and buildings.

"But you and you alone are responsible for the delays of the past twelve months. And believe me, Mr. Mayor, it is not courageous for you to shirk the responsibility. You owe it to your office to act and to act according to a loftier model.

"In conclusion, let me remind you that the board of education or the borough school boards have nothing to do with the condemnation proceedings, except to authorize them. Your able legal adviser has entire conduct of these proceedings.

"We authorized many proceedings in 1897, and he has delayed most of these for over a year in spite of our protests. If you can force him to action do so. We have tried in vain."

Manhattan-Bronx.

Mayor Van Wyck appointed Vernon M. Davis on Monday to succeed Otto T. Bannard, resigned, as a member of the borough board. Mr. Davis was formerly an assistant district attorney.

Borough Board Meeting.

The borough board meeting last Wednesday definitely settled the question of control of the city's educational majority. The Democrats have a clear majority, and will control both the borough board and the central board. With a city government in harmony with the board, it is to be hoped and expected that the long delayed school buildings will be erected, and the salary question definitely settled. The borough board placed E. Elery Anderson in the chair as temporary presiding officer. An election of temporary president, to serve a month, was ordered. Commissioner Adams nominated Mr. Little, and Mr. Agar nominated Mr. Anderson. On the second ballot Mr. Little was elected, thus convincing the doubters of the Democratic majority. Mr. Little was escorted to the chair, and made a short speech. He said in part:

"Just a few words regarding school accommodation. The public as well as the members of this board are interested in this question. My own views are that every child is entitled to receive a primary education before the school funds are used for the purpose of giving a higher education to the few.

For a number of years at the opening of the schools this board has had to meet the criticism of the press and the public, because of reports that 10,000 or 20,000 or 30,000 children could not be admitted to the public schools, for want of accommodation. Yet during the last two years, notwithstanding this lack of accommodation, two grammar schools have been diverted from their original use and devoted to high schools. More than that, whereas the by-laws previously made provision for a maximum seating capacity for seventy-five in primary classes and sixty in grammar classes, the by-laws have been changed, limiting these accommodations, except in rare cases, to fifty in the primary and forty in the grammar. No one will question the desirability of smaller classes if it can be done and still give an education to every one entitled thereto. But shall a portion of the children of the city be deprived of the possibility of any education for such a purpose?

"There are in this borough more than 4,000 class-rooms now in use in the schools. From five to ten extra seats in each room would provide accommodations for 25,000 to 30,000 more scholars, and without other expense to the city than desks and supplies. Should this not be done so long as there is a child seeking admission to the schools?"

REWARD OF FOURTEEN YEARS' SERVICE.

The board then passed a resolution providing that all teachers who have completed or shall hereafter complete fourteen years of service and who are receiving at that time less than \$750, shall be paid \$750 plus whatever they are receiving for teaching mixed or boys' classes. Commissioner Miles M. O'Brien was elected to the central board to succeed Jacob W. Mack.

Brooklyn.

The court of appeals on Tuesday affirmed the decision of the two lower courts in the suit for a peremptory mandamus to compel the central board to pay to the Brooklyn board \$320,000 that should have been apportioned to it on July 1. There is a sting to this award, however, which practically nullifies it. The court holds that in accordance with a provision of the charter that in case the amount collected from any borough, which was available for the use of the city in 1898, should be more or less than its due proportion of the city's expenses for the year, then the excess or deficit should be equalized in the following year, the municipal assembly has the power to charge this amount against Brooklyn's budget for 1899, the money thus gained being distributed among the boroughs that suffer temporarily by this decision.

Great Educational Conventions.

Illinois State Teachers' Association.

SPRINGFIELD, ILL.—The forty-fifth annual convention at Springfield was a record breaker in point of attendance. Over 1,500 Illinois teachers were present when Governor Tanner made his address of welcome. President J. H. Collins in his annual address urged the association to continue the efforts to secure the passage of needed school laws. He commended the study of the sociological conditions surrounding pupils, with a view to securing greater harmony between home and school. His suggestion that a system of state examinations of teachers should be secured was received with much applause. The certificates of a state board, he said, ought to be good in every county in the state.

The Rt. Rev. John L. Spalding, bishop of Peoria, declared that the free school system of the country was the greatest in the world, and urged the teachers to constantly seek to perfect it. To do this the teacher's thoughts must be more and more centered on education. The teacher is the school; character is primary, and knowledge is secondary.

The school board section placed itself on record as holding that the state tax levy of three per cent. for building purposes and two per cent. for maintenance of schools is inadequate for the needs of Illinois. Mr. P. V. Castle, of Austin, showed that while in 1882 this levy was equivalent to \$5 per capita in the school population, now it was less than \$1, owing to the increased population and decreased assessed valuation. The association later authorized the school board section to act for it in the matter of the tax levy. In accordance with this instruction, a resolution was passed to petition the legislature to amend the school law so that the limitation for educational purposes may be increased to 2½ per cent. in all districts which are conducting graded schools comprising eight grades, or in connection with high schools, and that the boards of directors and boards of education throughout the state be urged to co-operate with the state association in its efforts to secure such legislation.

The Bogus College Question.

In the college section Pres. Henry Wade Rogers, of Northwestern university, made a stirring address on "The Regulation of College Degrees in Illinois." He said:

"Under the laws of this state there has developed and flourished the National university, with headquarters in the city of Chicago. This institution has not only brought disgrace upon this commonwealth, but it has discredited American degrees in Europe and Asia, and been publicly denounced in the British parliament. It exists on paper, and has no standing whatever in any educational institution in the world. And yet, as the London press has stated, it has had 'the insolence to nominate agents to carry on its scandalous traffic in foreign countries, and has scattered its degrees over England, Germany, and India, for a money compensation.' A paper published in Germany has discussed the matter under the head 'American Diploma Swindlers.' The board of administration of Oxford university has called public attention to the misdemeanor of which the so-called 'chancellor' of this so-called national university is guilty in filling out doctor's diplomas for money.

"The learned head of this diploma mill, when written to as to what it would be necessary for the writer to do to obtain a degree, replied after the manner which is pursued by dealers in job lots: 'Trusting to receive your order by return mail, I am, etc.' What a reflection upon this great state that an institution should be able to exist under the protection of its laws from which a doctor's degree can be 'ordered' as you would order so much bacon and eggs!

"Written to by a member of the English government, who made inquiry as to his right to grant degrees, this 'chancellor' of the exchequer for the National university replied: 'The university is a regularly chartered institution, and so far as that goes, in the absence of any law to the contrary, has as much right to grant degrees as the University of Oxford or Cambridge or any in this country.'

Dr. Rogers then spoke of a number of other schools in Chicago which confer worthless degrees in law, medicine, and dentistry. His address bore fruit in the shape of a college president's committee to go before the legislature and work for the establishment of a commission which shall have the power to withdraw the charter of any institution not up to the standard which the commission shall adopt. Following is the committee:

Henry Wade Rogers, Northwestern university; Pres. Nash, Lombard university; A. S. Draper, Illinois State university; John H. Finley, Knox college; C. A. Blanchard, Wheaton university; E. M. Smith, Illinois Wesleyan university; A. K. Deblois, Shurtleff college; Pres. Ruthrauth, Lutheran college, Carthage; Pres. Turner, Lincoln college; Prof. W. R. Bridgman, Lake Forest university.

Needs of the Hour.

Pres. James H. Canfield, of the Ohio State university, in the

principals' section, summed up the chief educational needs of the hour as follows:

1. A system of education, a state system, and a widespread and intelligent comprehension and acceptance of this system, closer organization with some authority that falls short of dictation—sufficient central authority, to gather all that is good and make it tenfold more effective because of the union.

2. A much keener recognition among the people at large of the place and value of expert knowledge in educational affairs.

3. Competent supervision, both state and local. Every state in the Union ought to put the best man possible in the superintendent's chair and put him there without regard to party affiliations or party assessments or party campaign, and keep him there until it is sure of getting a better man. People and parties must come to feel that we can get along very well—as we have been getting along very well—with respectable mediocrity in other official positions; but that it takes a full-sized man and a grand man to marshal the armies of youth."

Prof. Kroh, of the Chicago normal, presided at the physical training section. Dr. Hartung, of Chicago, lectured on the defects and deformities resulting from school life, and suggested means of remedying each. Dr. Cohn Scott also gave an address, and Miss Julia Culver conducted a round table.



Supt. E. G. Cooley, La Grange, member-elect of the executive committee of the Illinois State Teachers' Association.

In the county superintendent's section J. H. Freeman, of Springfield, presided. Prof. James Kirk, of Carbondale, led the discussion on the best methods of making the institute profitable.

Pres. John W. Cook, of the state normal university, opened the discussion of the school's duty with regard to the improvement of community life. Pres. D. B. Parkinson, of the Southern Illinois normal university, and Supt. E. A. Gastman, of Decatur followed.

The Culture Value of Reading.

Supt. Homer H. Kingsley, of Evanston, urged that pupils be given clean books and papers to read that would keep them in touch with the world. Discussions should be held on the important events of the day.

Miss Katherine L. Sharp, director of the library school of the University of Illinois, spoke on the practical use of the public library. State Supt. Alfred Bayliss urged the extension of the library idea to all the schools of the state.

Resolutions and New Officers.

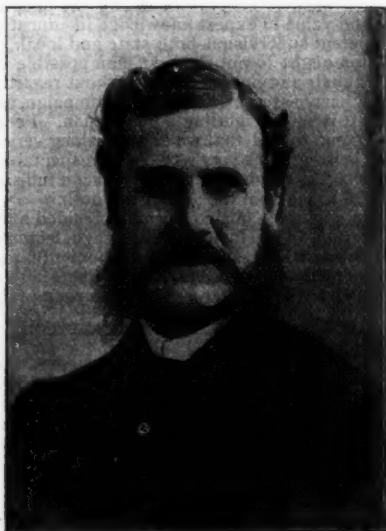
Several important resolutions were adopted by the association, among them the following:

Resolved, That the obligations of the state require an adequate provision by means of normal schools for the training of the teachers employed in the public schools of the state. The idea of free schools can only be carried out by a superior education at the expense of the state of the men and women who are to be its leaders in education and other work. In view of these principles we pledge our hearty support to the free school system of the state, including its normal schools, and to its state university.

Resolved, That if the trustees of the University of Illinois can see their way to furnishing instruction in the summer meetings we believe it would furnish opportunity for many teachers to till further prepare themselves for their work.

Resolved, That we reaffirm our conviction and renew our recommendation that the state of Illinois should enact a law permitting school authorities to provide text-books free for all pupils, and we declare ourselves irreconcilably opposed to state uniformity of text-books.

Resolved, That this association indorses the action of the college section in approving the recommendations in favor of state supervision of degree-conferring institutions made by the North Central Association of Colleges and Secondary Schools, April 1, 1898, and in appointing a committee to take steps to secure the necessary legislation to make the same effective in the state of Illinois.



Supt. A. G. Lane, of Chicago, President-elect of the Illinois State Teachers' Association.

Associate-Supt. Albert G. Lane, of Chicago, was elected president. The three vice-presidents for 1899 are J. D. Shoop, of Paris, A. W. Greenbaum, of West Aurora, and O. J. Barnum, of Paxton. Joel M. Bowlby, of Metropolis, was re-elected secretary, W. R. Hatfield, of Pittsfield, treasurer, and W. C. Payne, of Hinsdale, railroad secretary. S. G. Cooley, of La Grange, was chosen as the new member of the executive committee, and Alfred Kirk, of Chicago; C. W. Groves, of Dixon, J. A. Mercer, of Peoria; Rose A. Marion, of East St. Louis, and B. B. Hood, of Sparta, were elected directors.

The Indiana Meeting.

INDIANAPOLIS, IND.—Prof. Francis M. Stalker, of the state normal school, made his inaugural address as president of the state teachers' association, on "The Best Education." He said that the mission of education was to make men and women. Education should not be essentially domestic, nor social, nor commercial, nor industrial, nor sectarian, nor military. Manhood includes all of these, and so must education.

"With such a theory of life," said the speaker, "with such a government, and with such a type of manhood as our ideal, education is not only a big problem, but a serious one. It demands at once students who have a large grasp of life and its principles. It demands men and women who can see the whole process fitted down over the range of life. The student of education has a threefold problem before him. If he works out a science of education he must first be a student of consciousness. He must know consciousness from the internal analytic side, for in this way may he discover the laws of growth. He must also know consciousness as manifested to life everywhere, for in this way he sees the conditions of growth and concrete illustrations of the process. He must understand life in the past and in the present in all the forms in which it shows itself. He must understand the complex consciousness of humanity as it has come up out of the simple life of the race, and he must see in each individual the counterpart of this process. The real study of consciousness from the internal analytic side constitutes the science of psychology, whatever these other processes may be denominated.

"We talk a great deal of truth, and beauty, and goodness in education. But truth that does not make free must be error; beauty that is not the measure of that truth that makes free and that does not stimulate to performing is not beauty; and goodness that dies with resolution at the threshold of execution is of no avail in character. The practical education will make artists instead of artisans; dreamers that are also doers; men that will fill places in life. To these ends the body must be brought into play.

"The kindergarten has the proper conception, and the idea should not stop with the kindergarten. Even when the kindergarten becomes a part of our school system, as it should, unless

the thought is carried forward the work will be useless. The surplus energy that cannot be suppressed in straight rows and folded hands needs to be directed so that it will aid in the process of education.

"Manual training should begin where the kindergarten leaves off and should continue thru the high school. The work should be for boys and girls. It should be given one half the school time and should be under the direction of trained teachers who understand the whole problem of education. It may be that by and by this kind of work would throw light on the whole problem and perhaps dictate the whole course. Longer days and longer terms would come from the demand of the children, and the street question and the curfew would be heard no more.

"The schools would at once become more practical and more joyous. The child would be thrown on his own resources. He would be required to take the initiative, and would learn to think on his feet. His individuality would be preserved and the spirit of the century, our theory of government, and our type of manhood all demands its preservation.

"If on account of the new conditions that have come to the nation during the present year it may seem advantageous to add Spanish to the modern languages in the course, or even to teach Spanish instead of French or German, by all means let us have Spanish. Spanish has entered the problem of American life and has entered the educational problem, and this wholly aside from the commercial question. This factor has entered into the conditions of the life of the coming generation and he will be best educated who can best meet all conditions."

The Common School Graduate.

"What shall be done with the graduates from the common branches?" was a problem discussed by the county superintendents. Supt. W. S. Gibbons, of Fulton county, proposed that one more year be added to the school term, and that the trustee should then be required to give every pupil who graduates a chance to attend a high school, either by establishing a high school in the township, or paying the expenses of sending him to a high school in some other township. This proposition was endorsed by the superintendents, and a resolution to that effect was unanimously passed.

The Legislation Needed.

Supt. W. F. Landes, of Marion county, opened the discussion of needed legislation by affirming that no school term should be less than six months. He would increase the state school tax from eleven to fifteen cents, and would make the appointment based on the actual enrollment instead of the enumeration. He held that the township trustee should be required to levy a local tuition tax equal to the revenue derived from the state. Small schools should be abolished, so that no school costing more than \$12 per pupil would be maintained. Mr. Landes would have the trustees given discretionary power to abolish small schools. Educational qualifications should be established for county superintendents; they should be elected for four years, and should be represented on the state board of education.

Iowa State Teachers Meet.

DES MOINES, IA.—President A. N. Currier, of the state university, in his annual address, pointed out improvements which could be made in the state's educational system. He said that there were many weak places in the common schools. Many have unsuitable houses and unsightly grounds, meager appliances, inexperienced teachers and unintelligent supervision. Among the reforms proposed by him were the following: "The extensive consolidation of neighboring small schools and free transportation to and from school at public expense; election of the county superintendent by a county board of school directors; free text-books in all grades; compulsory attendance upon all public and private schools meeting the requirements of the law; and daily instruction in English. Dr. Currier recommended further the immediate establishment of three new normal schools. Iowa, he said, has too many colleges, the twenty-three in the state combined having little more endowment than Dartmouth. If half of them would take their proper place as first-rate academies, it would be better for higher education.

Art in the School-Room.

Miss Sarah C. Brooks, of St. Paul, gave a short talk on "Art in the School-Room." She said, "The acquaintance of the people with the beauties of art can best be accomplished by the artistic decoration of the school-room. The youth must be educated so that he can admire the beautiful not alone in nature but in art.

"Along educational lines, a change from the material tendency to the artistic and literary is taking place. Artistic decorations are now found in nearly every school. The artistic arrangement of the articles in the school-room, the decoration of the walls of the room, artistic and simple attire of teacher, all aid in making the school attractive to the pupil and awaken in him a love of the beautiful.

"The study of art should be pursued in the high school. The history of art can be studied at little expense in simple but correct text-books. An acquaintance with the great artist

of modern and ancient times should be possessed by the common school graduate."

Miss Brooks illustrated her talk by stereopticon views.

Neglected Children and County Normals.

Two important reports came before the educational council for discussion. The first was presented by A. B. Warner, of Missouri Valley, and dealt with the subject of incorrigible and neglected children. The recommendations made for relief from present conditions are: "Compulsory industrial education; improvement of the social condition of the classes in which this class of children is usually found; compulsory attendance at good schools; larger attention to industrial and manual training; curfew laws rigidly enforced; special institutions, home schools, for children from vicious homes and for all homeless children; public kindergartens; make all public schools absolutely free; schools with industrial features in all towns and cities for the long and demoralizing summer vacations; mild, but firm and absolute, discipline should prevail at home, in school, on the street; the worst cases of depravity should be scientifically treated in special institutions to which they should be sent before they are convicted of crime."

The other report was on county normal institutes, and recommended that the institute be divided into a school of methods lasting one or two weeks and a school of review lasting two to four weeks. The report said:

"If regular schools and summer schools can be depended upon for academic work, then the institute should be a school of methods only. We recommend a four years' course of study, for the school of review, flexible to suit the conditions of the county. Any one, passing a satisfactory examination in the branches of the course should be admitted into the school of methods. The school of methods should deal with the aims, means, and principles of education. It should be classified into four classes, primary, intermediate, grammar, and rural school for method work. During the course all the common branches should be taught under the plan of a year's study previous to the institute."

Child Study in the High School.

Supt. H. E. Kratz, of Sioux City, was elected president of the child study section. H. B. Hayden, of Council Bluffs, urged that the commendable work in child study being done in the lower grades should be carried into the high school. When the boy finds that he is coming into manhood and the girl is past the age of girlhood, tho not yet a woman, is one of the periods when the closest attention is desirable. Then it becomes the responsible province of the high school to take the hearty, vigorous boy, and the dreamy, imaginative, emotional girl, and by the training of intellect, sensibility, and will, bring forth the true, noble man and the pure, refined woman.

Courses of Study for Rural Schools.

Supt. W. E. Jenison, of Jefferson county, in the county superintendent's round table, read a paper on courses of study for rural schools. He argued that the county superintendent should study the needs of the individual schools before he made out his course of study. Some of his suggestions were:

"Instead of commencing the study of geography as the course of study does, by the study of the earth as a whole, by means of a globe, it should be by shape, size, land and water, earth as a planet, air, form of land, form of water, surface of the earth, moisture, drainage, motions of the earth, daily and annual, zones, parallels, and meridians, maps and hemispheres, using pictures in the text-books to help pupils for proper conceptions of terms.

"Fifteen minutes is a very short time to hear a recitation in history, by far too short. The teacher should have at least twenty-five minutes for this class. Ten minutes is also a very short time to hear a recitation in advanced grammar, when you consider the fact that the class has but one recitation a day in this branch.

"There should be added to the course of study outlines upon economics and civics."

The Teaching of Number and Will Development.

The grammar and intermediate teachers discussed the Speer method of arithmetic among other things. Supt. Wilcox, of Atlantic, presented by proxy a paper on the subject, arguing that while not all the old methods should be thrown aside, the system of teaching ratios was an improvement which should fit itself into our present systems and make the teaching of arithmetic natural rather than mechanical. The teachers were generally in favor of the system.

Before the primary teachers' section a class exercise in Speer number work was given by pupils of the West Des Moines schools. The work was a study of the relations to each other of six rectangles of different dimensions, and the children, under the charge of Miss Baker, their teacher, showed an excellent grasp of their subject.

Prof. Rich, of the state normal school, in a paper on "Some Reasons for Unsatisfactory Results in Arithmetic," said:

"Cut off two or more years of the early number work and let the little folks become good readers. Let them acquire the ability and be in the habit of getting the thought from the printed page. Let the drill in intellectual arithmetic be thoro and don't be in too great haste to promote from that branch to

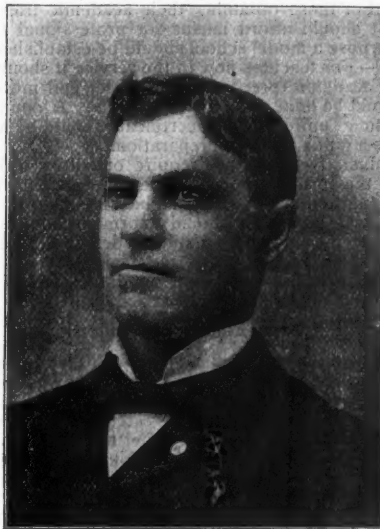
the written book. Be sure the definitions are stated in such a manner as will give the correct arithmetical idea. Have the definitions and principles committed verbatim. Let all operations be arranged only after having determined where a practical application can be made, and then arrange to make it the most come-at-able."

Supt. Shelton, of Burlington, made the following suggestions on the development of will power:

"The directing energy in us makes or mars us. The act of willing is the result of habits of willing. If the will of the school is right, there will be no trouble with discipline in the school. The direction, under constituted authority, of our children toward physical control and healthful exercise is physical training as we understand it. Attention, prompt obedience and accurate movement are taught. The achievement of a difficult exercise will influence them much in meeting the difficulties of life. Voluntary obedience to constituted authority is the basis of patriotism and good citizenship. Control of the body will develop control of the thoughts. The satisfaction and possibility of achieving will influence life afterward."

New Officers.

The association elected the following officers for the ensuing year: County Supt. F. H. Bloodgood, West Union, president; Prin. W. A. Clifford, Council Bluffs, County Supt. Laura B. Swan, Fairfield, and Prin. Ella Truman, Sioux City, vice-pres-



Supt. F. H. Bloodgood, President-elect Iowa State Teachers' Association.

idents; Dr. Thomas Nicholson, of Cornell college, member executive committee, to fill vacancy; C. E. Shelton, Burlington, member executive committee for three years; A. W. Stuart, Ottumwa, and Amy Boggs, Waterloo, members educational council.

The Minnesota Association.

ST. PAUL, MINN.—Before the general meetings began, on December 27, the city and county superintendents' sections met to discuss pressing problems. Supt. F. A. Weld, of Stillwater, made a strong address in which he said among other things that the fundamental necessity of our graded schools is the employment of a thoroly competent principal or superintendent, with assistance that will leave him several hours a week for observation and supervision in all the school-rooms in the system, and he should be held responsible for the success of every grade. This official should have one unmistakable qualification—a thoro knowledge of aim in teaching the art of teaching, and discipline and management in every grade.

Supt. Ford, of Owatonna, urged the recommendation to the legislature of a bill regulating the tenure of office of city superintendents. The bill was declared too radical by Supt. Van Dyke, whose motion to table was carried.

The Rural School Law.

The county superintendents held a spirited discussion over the new rural school law. The last legislature appropriated \$20,000, to be given in \$50 sums to rural schools having first grade teachers, eight months' school, and a library. A number of the superintendents reported that the effect of the law had been that the people took pride in their schools, improved the grounds, increased the libraries, and secured first grade teachers. State Supt. Pendergast wanted the law changed so that about three times as many schools could secure state aid. Better still would be the adoption of the California system, by which the state furnished \$500 for every seventy-five pupils.

The superintendents were unanimous in the opinion that state inspection was needed.

For Better Country Teachers.

One of the most important acts of the association was the endorsement of a plan for increasing the efficiency of country teachers. Mr. F. V. Hubbard, of Red Wing, advocated state control in certifying to the qualifications of rural school teachers. The following is his plan:

First—To have the superintendent of public instruction issue certificates known as uniform state certificates of common schools, questions to be sent out by the department and papers marked under its direction.

Second—In addition to first and second grade academic subjects a distinct requirement in professional training to be required, the markings of which are to be left with the county superintendent.

Third—A complete first or second grade to be valid thruout the state and subject to renewal by the county superintendent.

Fourth—The county superintendent to be privileged to issue a third grade certificate, good only in his own county and not to be issued more than three times to the same teacher.

Fifth—After the year 1902 districts not to be entitled to full apportionment which have employed only third grade teachers for the preceding two years.

The summer schools of the state, to meet these requirements should be conducted on this plan:

First—For those obtaining their academic training in high schools it should afford means for professional training, for which purpose a model school should be established.

Second—For teachers now in the service it should provide a means of academic preparation to which end more extensive work should be done upon a few subjects. A course of study leading to a uniform state certificate should be established, largely as a guide to some preparation.

The university should not require one thing of high school students, the normal schools another, the state examination of teachers another, and possibly the best interests of the students still another. Especially should a normal school not refuse to accept what the university distinctly demands, and vice versa.

Pres. Andrew S. Draper, of the University of Illinois, favored the plan thus outlined, and the association pledged itself to do all in its power to have it carried out.

Pres. Engstrom's Address.

Pres. Engstrom's annual address dealt with the office of county superintendent. He said his term was too short, and should begin in the fall instead of the winter. His salary is too small. Pres. Engstrom suggested as remedies that the county school officers elect the superintendent; that the latter should not have more than seventy-five districts, and his salary should be at least \$1,500. The association later endorsed Pres. Engstrom's ideas.

Lion and Indian Stories.

Before the elementary child study section Prof. D. Lange, of the St. Paul high school, spoke of the various interests of children. He said:

"The two chief senses of childhood are those of self-preservation and acquiring knowledge. They are interested in the child eating propensities of wild animals, and they imagine that every wood is filled with lions and tigers that may spring upon them at any moment. For this reason it is well to tell children only such stories as will bring out their best qualities. They dream the stories they are told and are apt to become filled with dread. Fairy stories about wild animals and Indian stories, I believe, do them much harm. To begin teaching a child to fear is to make him a coward. Children should be taught the danger of standing in front of locomotives and of the danger of matches and kerosene oil, but they should be taught not to fear ordinary things."

The New Officers.

At the final business session Sec. Bond reported an enrollment of over 500 teachers, the largest in the history of the association. The following officers were elected for the year: J. D. Bond, St. Paul, president; W. F. Webster, Minneapolis, general secretary; Miss Jessie Stevens, Mankato, recording secretary; William Angus, Warren, treasurer.

Missouri Teachers' Association.

JEFFERSON CITY, MO.—The attendance at the Missouri state meeting during holiday week was about 1,000. To Pres. E. D. Luckey, of St. Louis, is due the lion's share of the success of the convention.

J. S. McGhee, of the Cape Girardeau normal school described the experiment of practice teaching established by him in his school a year ago. He declared that a normal school could not be a success as an institution for the training of teachers, without a practice department. Supt. Greenwood, of Kansas City; Pres. Dobson, of the Kirksville normal, and several others, emphasized the same thought.

Prof. G. W. A. Luckey, of the University of Nebraska, spoke on the development of moral character. Prof. Frank

Tholly, of Missouri university, and Prin. John S. Collins, of St. Louis, discussed the address.

A symposium on the auxiliaries in education followed. Supt. F. Louis Soldan, of St. Louis, presented libraries as one of the aids. Pres. W. H. Morten, of the Missouri Teachers' Reading Circles, spoke on reading circles as a helpful factor. Miss A. C. Frichte, of St. Louis, spoke of the value of a federation of women's clubs in educational work. Editor Walter Williams, of the Columbia Herald, argued that the press was a teacher, for good or evil.

In the high school departments, Dr. Woodward, of St. Louis, Dr. Black, of Missouri Valley college, and J. D. Wilson, of Sedalia, discussed county high schools; F. E. Cook and W. P. Evans, of St. Louis, and John T. Withers, of Poplar Bluff, discussed methods of instruction in history, in the departments of town and city schools and kindergartens. Mrs. Clara Hoffman spoke on the teacher and pupil, and Mrs. A. A. Dodd, of Kansas City, and Miss Mattie Frost, of Mexico, discussed kindergarten influence.

In the evening Pres. Luckey made his annual address, and the teachers then attended a reception given at the executive mansion by Governor and Mrs. Stephens, who were assisted by Mr. and Mrs. John R. Kirk, State Supt. Carrington, and Mrs. Leonard.

New Officers.

Jefferson City was selected as the next place of meeting, with the understanding that an excursion should be made to Columbia on the last day.

The association elected the following officers: R. H. Jesse, of Columbia, president; Oliver Stigall, Chillicothe, corresponding secretary; Miss Marie L. Turner, St. Louis, recording secretary; W. J. Hawkins, Kansas City, railroad secretary; L. W. Rood, Caruthersville; J. M. Stephenson, Neosho; W. D. Groves, Tarkio, and W. C. Thompson, Kansas City, vice-presidents.

Southern Educational Association.

NEW ORLEANS, LA.—Nearly all of the best known educators of the South, as well as many from other parts of the country were present at the eighth annual session of the Southern Educational Association, held in this city. State Supt. J. V. Calhoun and Mayor Walter C. Flower, made addresses of welcome. A poem of welcome by Mary Ashley Townsend was read by Gen. W. R. Lyman. Mr. Junius Jordan, of Arkansas, responded for the teachers in a happy address, reminding them that in the forest districts was a noble band of teachers lighting the torch of intelligence, liberty, and morality, and whose work should not be overlooked.



Dr. Junius Jordan, President-elect of the S. E. A.

Pres. G. J. Ramsay in his annual address, reviewed the educational conditions in the South before and after the war. He said in part:

"Popular education has made wonderful strides; teachers themselves are realizing more and more the value of training, and are making rapid advances in self-respect and in the respect of the people; but too many communities and too many school boards still believe that anybody can teach children, and are influenced in the selection of teachers by personal, economical or sympathetic considerations, rather than by broad business principles.

"If the apathy of public opinion, and the low estimate put on school teachers need further proof, we need only point in evidence to the appropriations made by many of our legislatures,

so parsimonious as to tempt no one but a philanthropic enthusiast or an incompetent idler. And yet, four-fifths of the children of this broad Southland must begin, and over half of them end their education in the ungraded rural school.

"Poverty, sparseness of population and other causes have combined to deter our legislative Solons from any real effort to bridge with neighborhood or district high schools the chasm which ought to exist between the grammar school and the high grade college. Separation from the people meant death to the latter, so it got as close to the edge as possible, and, in many instances, spanned the remaining distance with a rather rickety contrivance called a preparatory department. What was recognized by all thinking men as only a temporary expedient, stilled popular impatience and gave outward show of vigor to many colleges; but for these very reasons has proved disastrous in the long run to the cause it was intended to aid—and I may remark, by the way, that there is no more hopeful sign on the educational horizon to-day than the rising interest in the secondary school.

"It is too late to undo the past, but is it too early for us to begin, here and now, a crusade which will help the South to throw off these evils, and hasten the day when we teachers shall come into our legitimate birthright?

"Our watchword must be organization. I would not belittle the grand work that the associations have done, and I would not have one less in our midst; but in them the individual is the unit, and if we are to accomplish the greatest good to the greatest number we need to unify these units into an organization powerful enough to voice the sentiment of the whole vast body of teachers, to force a hearing in legislative halls and to echo and re-echo to the remotest boundaries of the farthest outlying school district.

"We can do it. In every city, in every town, in every county we can band ourselves together in local clubs, not only for self-improvement, but to arouse and educate public opinion around us in favor of better school-houses, better equipment, better salaries and more generous endowments. We can combine these local clubs into state leagues which, with broader view and an intimate knowledge of the needs of the various sections, can formulate and steer legislation, bringing to bear on it the combined wisdom and united impulsion of all the parts. On a still broader platform we can meet again in a general federation of clubs, whose reflex action will serve to leaven the whole lump."

Secondary and Higher Education.

Pres. Jerome H. Raymond, of the University of West Virginia, compared the number of secondary schools in the North and South, and spoke of the slow but sure progress that the South is making in this direction. He said:

"The ideal secondary school is not an academy privately endowed, but a public high school, founded and equipped by the state. Their courses of study should be identical, and their courses should last the same length of time. Each township of each county, should have a strong, well equipped high school provided by the state, for the counties cannot, as a rule, afford the great outlay of money required. The state will have to do this for its children, if it is done, and done well."

Pres. Charles W. Dabney, of the University of Tennessee, attacked the colleges which confer worthless degrees and made a plea for the building of a university of the South, which should be the highest institution in the educational system.

The report of the committee on correlation of high school and college work reviewed the progress of legislation and education in the South, quoted statistics of co-ordination in the colleges of other sections of the country, and from correspondence with these institutions, drew the following conclusions:

"1. It is evident that co-ordination with one or more colleges is recognized as being highly advantageous to the co-ordinated schools.

"2. The colleges are benefited, wherever co-ordination is properly made, by securing a better preparation of the new students, and generally an increase in the number.

"3. The plan of co-ordinating schools has proved to most of the institutions the very best means for university extension—the spreading of the university beyond its own walls. It has given to the universities and colleges an influence among the lower schools which they could not otherwise obtain.

"4. By inducing the schools to adopt courses that are preparatory to college work the total number of students fitted for college work has been largely increased, and the number seeking such work has proportionately grown."

Dr. Harris' Address.

U. S. Commissioner William T. Harris spoke on education in the South, his address being largely of a statistical nature. He spoke of the increased wealth which education brings to a community. He said in part:

"In a speech that I made at Atlanta when visiting the great exposition there, I ventured to point out some of the ways in which the educational efforts of the South had increased the production of its industries. I estimated that education had increased the productive power of the individual by nearly 50 per cent. It has produced a laboring class that can use machinery to assist the strength of bone and muscle. It has made possible the great change of vocations from the production of mere raw materials to the production of the finished product. This is a change going on in all civilized countries. The

machine is coming in at one end, and the mere drudge is going out at the other. The uneducated, unskilled man is not needed for his hands and muscles cannot compete with the machine. But he is needed in the work of directing the machine. He is, therefore, called upon to step up from the occupation of the mere drudge to the occupation of the overseer of the machine. The change from hand work to brain work is a necessity. But this cannot go on without schools that fit the pupils out with alert and versatile intelligence.

"The work of education is the direct work of helping individuals to help themselves. It does not go on as fast as it should, nor as far as it should. Our comfort is that it is making visible progress. The average schooling for the entire nation is at present only 1000 days for each person. This would give five years—each year of 200 days—enough to take a pupil thru the primary schools of a city. Even Massachusetts, with all its schools, public and private, does not give enough schooling to amount to eight years apiece for its inhabitants. Some states of the Union give only a little more than two years for an average. But it is worthy of note that Massachusetts, with nearly twice the average schooling per individual, produces nearly or quite twice the amount of wealth per individual, compared with the nation's average. In 1880 the census seemed to show that the average production of the whole nation was forty cents per day for each inhabitant. That of Massachusetts came nearly up to eighty cents.

"But praise education as much as we may for its wealth producing power, we must regard it as an immeasurably greater result that it makes possible a newspaper civilization governed by public opinion and not by brute violence. And if war itself must come at times in the settlement of national disputes, its result will not be the enslavement of the vanquished, but rather the extension to them of greater freedom thru their admission into a nation governed by public opinion.

"Even war, when waged by the nation governed by a lofty public opinion for the elevation of a despotically governed people into a participation of the higher freedom realized by a government by public opinion, may seem itself to be an agency in the divine purpose that brings peace and good will to men, and thereby glory to God in the highest."

Helpful Lines of Child Study.

Miss Celestia S. Parrish, of Randolph Macon college, spoke on "Child Study in the School and in the Home." She said among other things: "We all know of the large numbers of children pronounced inattentive, careless, and dull, whose real fault was defective vision; of the disobedient, uninterested, stupid children, scolded and punished and sometimes consigned to hopeless idiocy, whose only abnormality has been a slight deafness. Harriet Martineau, sewing listlessly as her sisters read aloud, reproached for her lack of interest, and voted a dunce by her mother, is the prototype and the antetype of a large number of children, who, less fortunate than she, have, in some cases, been sent to asylums for idiots, when a denithone or an ear trumpet was all they needed.

"One of the most pathetic types of suffering among children has a simpler and more easily remedied cause than defective ear or eye. A child has a dull, stupid, vacant expression, with staring eyes and open mouth. He breathes thru his nose with difficulty, has an indistinct, frequently a stammering pronunciation, and sometimes defective hearing. His trouble is intermittent, and occasionally he is a normal child. There are adenoid vegetations in the pharynx and posterior nasal cavity, but unless the trouble is very pronounced he is apt to be judged simply lazy and dull, and as the trouble advances the teacher concludes that he is hopelessly stupid and obstinate. Blamed, scolded and punished for what he cannot help, such a child often lapses into hopelessness and then into semi-idiocy, when a very simple operation could have restored him to mental health.

"These and other physical defects are discovered by the tests and measurements of child-study, and a means of cure may then be provided. This work has re-acted upon the school.

"It is now agreed that the seating of children shall be in accordance with their needs, those defective in eye being seated near the blackboard, the defective in ear being near the teacher, and a number of other peculiarities being cared for. Methods of teaching reading and writing have been modified and adapted to the child, and there is less suppression of spontaneous movements on the part of a little organism, which seems to be set on springs because these movements have been seen to be natural and necessary. Unfortunately the number of mothers who, possibly twenty times a day, adjure their active, growing children to 'keep still,' a command about as easy to be obeyed as if addressed to a humming bird, is still very large.

"But physical and psychophysical tests and measurements by no means exhaust the desirable and perfectly practicable lines of study of our children. A knowledge of the memory and imagination type of each child would account for many of the exasperating failures on the part of certain children to understand what the teacher is perfectly sure he has made sun-clear. There are differences in habits of ideation, of reasoning, of comparing, judging, willing, etc., which once understood by the teacher, would give a clew to methods of presentation, of training and of governing, which might prove the mental and spiritual salvation of many a child now abandoned to hopeless inefficiency and moral reprobacy.

"In the work of child study, if its fullest results are to be obtained, mothers and teachers must co-operate. In early infancy, when the mental processes are in their simplest form, a record may be made which, afterward used as a key by both mother and teacher may unlock the doors of right-doing and right-thinking to that child. At this time only the mother can do the work in the best way. She has the advantage of the insight which is almost instinctive in the true mother. That the mother love frequently blinds her eyes and stops her ears to any hint and fault in a child who to others gives most unmistakable proof of the truth of the convenient old doctrine of total hereditary depravity, must be admitted, but this can be overcome by the thing presently to be insisted upon—training for mothers, as regards any phase of the moral nature of the individual child the mother is the most suitable student. She alone can know all the circumstances of heredity; she alone can study the minute effects of environment; she alone understands the subtle play of influence.

"In view of the impressionable nature of the child, his suggestibility, his tendency to imitation, one wonders how the average child escapes utter shipwreck. A student of children tells us that one day as she was looking at the soft, feathery masses of new-fallen snow on her window-sill she saw a withered leaf become detached from the twig which had held it and flitted slowly downward. Gently, with spirit-like touch, it lay on the pure white surface. A moment more and the wind had whirled it away, but where it had lain there was a distinct impress of outline and veining as minute as in the leaf itself. And then she thought, so our words, our actions, the very expression of our faces flutter down upon the plastic mind of a little child, especially in the period when suggestion and imitation are most active. Carelessly, lightly, we drop them, and the impress they make is left to harden, harden slowly until it is an inalienable part of the child's mental content. Would the mother who knows the principles of suggestion and imitation and shapes her child's life accordingly be no more potent a factor in the formation of its character than one who heedlessly exposes the white soul to any stray leaf of influence that may come?"

The Meaning of Education.

Mrs. Rebecca D. Lowe, president of the General Federation of Women's Clubs, read an instructive paper on the work of the clubs in the educational affairs in the various states.

Dr. Nicholas Murray Butler, of Columbia university, contrasted the educational progress of this century with that of preceding cycles. He said in part: "Our modern studies into the human problems have all brought to the front those questions that may be classed as educational—problems of growth, training, adoption, preservation and social problems. The structure is being built which shall one day become the product of our educational movement. It is the child of democracy and our efforts.

"What is this conception of education that weighs so heavily upon us? Why should we press this conviction forward? Do we mean the fruit of school work? Do we mean instruction of any kind? Learning from books, however gained? No, we mean more than these things, for we know that the human organism must feed itself upon its environments if it would grow, and control its environments if it would leave its impress. Education is the adaptation of organism to environment to the end that culture and efficiency may result. That responds most directly and completely to our newer insight, and furnishes us our best point of view for carrying on our work of teaching.

"Some of those terms need explanation. Our environment is two-fold. We are animals and men. We share the physical environments with the animals, but possess the intellectual or spiritual environment alone. To adapt the human being simply to his physical environment is to develop his animal side solely. It means hygiene, health, strength, vigor. That is education's smallest part, altho its necessary beginning. It is when we branch out into the spiritual that the real work of education begins. The school is but one of the educational agencies of civilization. They deal with the rungs of the ladder on which we mount. All agencies that indirectly or directly forward humanity are the agencies of education. The school does not have to bear all the burden. The school must work hand in hand with the parent, public opinion, the state and the church, and all these agencies must assist to reach anywhere near these high ideals. Schools should understand their limitations and opportunities. They should walk toward culture and efficiency.

"Spiritual environment is a vague term. It seems to me to be sufficiently stated if we recognize in it a scientific aspect, a literary aspect, an ascetic aspect, an institutional aspect and a religious aspect. The scientific aspect means the study of nature. The child should be brought to know nature; to understand its laws. The literary aspect means that which has been before the human race since the dawn of history, that which enshrines itself in language, and whose products are the classics of all times. The ascetic in art element means its appreciation of the beautiful, which makes up so large a part of the life of cultivated men and women. The Greeks lived in an atmosphere of the beautiful, and they are immortal. This element is coming back into power. In America the art revival

is expressed in the improving architecture, which improves us in turn. The institutional element includes everything we call ethical, and more besides. It includes our relations with our fellowman and with the community."

WAR AS A SCHOOLMASTER.

Pres. E. O. Lyte, of the National Educational Association, spoke of the education of war. He referred to the advantages resulting from the training of soldiers and the development in discipline and body which it caused. He discussed the varying sentiments which induced young men to enlist, and he eulogized the men who in 100 days pushed forward the dials of time 100 years. "In the North, he said, 'they cheer for Lee, and if Gen. Wheeler went North, he would need a bodyguard to protect him from the demonstrations.' The war had brought a respect for health and strength, and taught the value of courage, pluck, obedience, and a pure, true manhood. Its highest lesson was the lesson of peace.

New Officers.

The report of the committee on nominations was accepted, thus electing the following officers: Dr. Junius Jordan, of Arkansas, president; Dr. G. J. Ramsey, of Louisiana, vice-president; P. P. Claxton, of North Carolina, secretary, and John D. Verby, of Alabama, treasurer.

The Louisiana Teachers.

NEW ORLEANS, LA.—Two monster conventions in one week was the share of New Orleans during the holidays. The state teachers' association honored a woman, Mrs. Mattie H. Williams, of Shreveport, with the presidency. Mrs. Josephine Reed, of New Orleans, was re-elected supervisor of transportation, as a mark of the association's appreciation of her excellent arrangements for this session.

President Kruttschnitt, of the school board, heartily welcomed the teachers to the city and State Supt. Calhoun, in responding, paid a high tribute to New Orleans schools.

Pres. Showalter, in his annual address, congratulated the state on her progress in education since the blight of the civil war. He advised that the association make an appropriation to defray the expenses of the legislative committee, that they might attend the sittings of the legislature and do active personal work for the cause.

Can Country Schools be Graded?

Mr. J. E. Keeney, of New Iberia, started a spirited discussion on the practicability of grading the country schools. He contended: "1. That a uniform grading of rural schools thruout the state is impossible under present conditions; 2. That in but few parishes, if any, are the conditions at all favorable to a uniform system of grading the parish schools; 3. That grading is practicable to a degree in such individual country schools where the teacher is capable and the people fully appreciate his real worth; 4. Grading is practicable to a higher degree (and the highest under present conditions) in parishes where a fairly progressive school sentiment exists, and where the school board becomes a law unto itself (not ignoring the law, but making law where none exists to the contrary), selecting teachers because they can teach, and electing a superintendent who can truly lead, and unitedly these factors work toward the realization of what otherwise will result in a failure and retarder of real progress—the attempt to grade the schools of any parish, much less the schools of the entire state."

The things which led to these conclusions, he said, were too low a standard for teachers, too much changing of teachers, inefficiency of superintendents, shortness of the school term, the text-books in use, and the great distance between the country schools.

Mr. Charles E. Hill, of Covington, declared that the benefits of graded schools were overestimated. Theoretical writers on the subject were visionary in their recommendations, because unacquainted with actual conditions.

Mr. Rust, of Iberia, opposed these statements, saying that the objections urged were only faults of administration.

The question of adjusting the state's higher institutions to the public school system was opened by Prof. Stumberg, of the state university.

Three Essentials of Success.

What are the three essentials of success in school work? was the subject of a discussion opened by Prof. James N. Yeager, of Lake Charles, as follows: The personality of the teacher; a proper understanding and appreciation of the meaning of education; and the development by the teacher of the pupils' faculties of observation, expression, and reasoning.

Miss Marie Kronenburg, of New Orleans, said that her belief was that the three factors were: Correct ideal, practical application of the means leading to the ideal, and soul in teaching.

Men and medicine are judged by what they do. The great cures by Hood's Sarsaparilla give it a good name everywhere.

New Jersey Meeting.

TRENTON, N. J.—The meeting of the New Jersey teachers held December 28-30 and presided over by Henry M. Maxson, of Plainfield, was decidedly the most successful ever held in the state. Dr. James M. Greene, principal of the state normal school, spoke, in his address of welcome, of the desire to benefit a child and hence a community, as a noble ambition. A meeting having as its object the improvement of those taking part in such work is certainly a worthy one.

Pres. Maxson, in response, pleaded for a higher ideal of professional ethics. He said that there ought to be a careful guarding of the entrance to the profession and a strong professional feeling. The honors or the high salary of one should help all. Teachers should applaud any recognition of the worth of others and then go in and earn the same recognition for themselves.

In his address on "The Private Reading of the Teacher," Dr. James F. Riggs, of East Orange, made a practical suggestion when he said that it was a great thing for a teacher to be the recognized authority on some subject in her town. The people would be proud of her and it would give her prestige and power. Among the speakers at the Wednesday afternoon session was George H. Martin, of Boston. Henry T. Bailey, Massachusetts supervisor of drawing, gave a talk on "Drawing and Art Instruction."

The principle address of the evening was by Dr. Hamilton W. Mabie on "Constructive Elements in Education."

"Methods in Geography" were considered by Supt. H. S. Tarbell, of Providence, R. I. Errors in teaching geography he described as trying to build on concepts which do not exist and teaching too many details. The first error came partly from beginning too early with text-books. The second was partly the result of the text-books being too full of detail and partly the result of preparing for examinations. A third error, he said, lay in the neglect of consideration of causes.

"The Speer Idea in Teaching Arithmetic" was presented by Miss Maud Summers, of Chicago. She advocated giving brief periods to sense training. The hearing, the sense of touch, sight, etc., should be developed as a preliminary to arithmetic, which she defined as the essence of the comparison of magnitudes. This science is based on the fact that there is nothing absolute in mathematics.

Wilbur F. Gordy, of Hartford, Conn., spoke on "The Ethical Values of History." "The great aim is not to help a boy make a living, but to make a life, pure, noble, worthy," he said. And he declared that in studying about it the boy's own ideals are raised, his own purposes elevated. To this end he argued that the great patriotic poems of the country should be taught as part of the history course.

The meetings of sections were presided over by Ella J. Richardson, of Jersey City, primary; W. L. R. Haven, Morristown high school; Co. Supt. Willis, New Brunswick, grammar school. The address of the evening was given by Supt. William H. Maxwell, New York City. Subject, Arnold of Rugby.

One of the best addresses of the meeting was given by Dr. Arnold Tompkins, of the University of Illinois, on "The Religion of Education." Dr. Tompkins said that he wanted to present a wholesome, helpful view of the question of education. He would take it for granted that the religious view was the highest view.

All education was religious. People sometimes thought that education was to save people here and religion to save them in the world to come. There was no such distinction, viewed from the proper standpoint. One section of a person could not be filled up with education and another with religion. A person was not educated unless he was genial, generous and just; neither was he religious. A man was not educated until he became religious, nor was he religious unless he was educated.

In speaking of religion Dr. Tompkins said that there is something common to all sects more vital to each than anything in anyone which marks it from another. The universal essential of the religion of the human heart is the basis from which springs all creeds, and it contains something more vital to humanity than anything contained in any of the creeds alone.

Each of the sects and creeds, he claimed, had contributed something of the great truth, and each person should be large enough to take in all the contributions of all the sects and creeds.

The essential thing in religion, the element common to all creeds, lays in this—man craves the touch with the life that lies beyond. Put in religion what you will, the essential thing is the craving for the touch with the infinite. He could describe no process of education different from this. In all thoughts the mind moved between the individual object and the energy which created it.

The speaker said that he had exhorted to teachers along this line, for one reason, because he did not know anything which the teacher needed so much as an uplift view of the things he was doing. There was so much of detail to consider, so many conflicting views as to detail that they needed a higher general view to enable them to welcome everything true and good and put it in its proper place and true proportion.

The following officers were elected: President, W. L. R. Haven, Morristown; first vice-president, George H. Lindsay, Jersey City; second vice-president, Emma L. Cattell, Camden; secretary, L. C. Wooley, Trenton; treasurer, H. E. Harris,

Bayonne; railroad secretary, B. C. Gregory, Trenton; additional members of the executive committee, James M. Ralston, Asbury Park; H. Brewster Willis, New Brunswick; Mrs. Georgie B. Crater, Newark; trustee of retirement fund, Miss Elizabeth Allen, Hoboken; S. E. Manness, Camden; council of education members, Franklin Thorn, Paterson; H. B. Willis, New Brunswick; Nelson Haas, Hackensack; L. A. Goodenough, Jersey City; O. C. Mordorf, Trenton; T. A. Whitelock, Cape May Court House; C. J. Majory, Newton; Dr. Levi Seely, of Trenton.

Meetings of Scientists.

New York city was the meeting place of various societies of scientists, December 28, 29, and 30. These included besides the State Science Teachers' Association, the American Chemical Society, the American Society of Naturalists, the American Geological Society, the American Psychological Association, the Morphological Society and the Folk Lore Society. A union meeting of all the societies with one or two exceptions was held in Schermerhorn hall, Columbia university, for a general discussion of advanced methods of teaching science. Each branch was represented by a member from one of the societies.

Among the most interesting papers read before the psychological societies were those on "The Nature of Muscle Fatigue," by Frederick S. Lee, of Columbia, and on the "Physiological Basis of Mental Life," by Hugo Muensterberg, of Harvard. Other speakers were G. Carl Huber, of Michigan university; G. T. Patrick, of Iowa university; C. F. Hodge, of Clark university; E. W. Scripture, of Yale; G. W. Fitz, of Harvard and Ogden G. Rood, of Columbia.

The Folk Lore Society considered such topics as "Objibwa, Cree and Eskimo Legends," "Animal Tales of the Eskimo," "Ancient Mexican Folk Lore" together with speculations as to the identity of Mother Goose.

At the annual meeting of the Society of Naturalists, Pres. Low, of Columbia, gave an address of welcome. The general meeting was taken up with discussion of "The Advances in Methods of Teaching," by representatives from the six affiliated societies. E. G. Conklin, of the University of Pennsylvania, spoke of the advances in botany; G. S. Huntington, of Columbia, of anatomy; W. T. Porter, Harvard Medical school, of physiology; Hugo Muensterberg, of Harvard, of psychology; Franz Boas of Columbia, of anthropology.

Science and Mathematics.

DENVER, COLO.—At the meeting of the science teachers of the state association, N. M. Tenneman started an interesting discussion by a paper on "The Common Ground Between Science and Mathematics." "It must be remembered," he said, "that without mathematics there is no physical law. Phenomena may be known—for instance, that a small weight may balance a large weight on the steelyards—but there is no law of moments until the products of the two forces into their respective arms are known to be equal. Gravitation was old before Newton found out how it behaved, but until its mathematics was discovered, it was useless. So, whether it is insight into nature which we are after, or the 'discovery of the rational order which pervades the universe,' there is small hope of reaching our aim by a mere qualitative noting of phenomena. No wonder Herbart called mathematics 'the inseparable companion of natural science.'" Mr. Tenneman then suggested that when the subject of formal proportion came up in the seventh and eighth grades, the teacher should substitute a serious scientific study of the lever, tho he expressly disclaimed the intention of an incidental teaching of mathematics.

Uniform Studies in California.

SANTA ROSA, CAL.—The council of education reported to the state teachers' association at its meeting December 26, a scheme for a uniform course of study for elementary schools. Dr. Elmer E. Brown read the report, which requested the state board of education to prescribe the outlines of a course of study for all the schools of the state.

These outlines should cover only a portion, perhaps two-thirds or three-fourths of the time of each grade, leaving the remainder to be distributed by city and county authority. This committee has held that the local authorities, in turn, should have a portion of the school time to be allotted by the individual teacher, according to his judgment of the needs and opportunities of this school.

The state board, in prescribing such outlines, should take due account of the differences of conditions as between city and country schools. This should not be done in the way of making essentially different outlines for city and country, but rather by allowing a longer time for the completion of the course in country schools, and possibly by making larger provision for manual training and related subjects in city systems.

Grammar and Academic Principals.

SYRACUSE, N. Y.—The fourteenth annual convention of the associated academic principals opened Wednesday, December 28. The first discussion on "What professional requirement should be demanded of principals and teachers in high schools and academies?" was opened by chairman E. W. Little of the committee on legislation. Prof. A. W. Boesche, of the Plattsburg normal school, followed with a paper on the system employed in foreign lands. Others taking part in the discussion were Prin. J. B. Smith, of Warsaw, and E. J. Merrill, of Herkimer.

"Should schools below the high school grade be under the exclusive supervision of the university or the department of public instruction or both?" was the other subject for discussion in the morning session. It seemed to be the general opinion of Prin. C. E. Keck, of Palatine Bridge, A. L. Tarvis, of Claverack/Howard Conan, of Penn Yan, Prin. G. E. Baldwin, of Hebron, who took part in the discussion, that the matter should be under the control of the regents. Prin. A. S. Downing, of the New York city training school for teachers, was alone of the opinion that the matter should remain as it now stands.

Wednesday afternoon there were three separate meetings. The first was in charge of James Winne, of Poughkeepsie, the subject of discussion being "What subject matter is of most worth in teaching geography?" Prin. T. H. Armstrong, of Medina, and Supt. J. Crissey, Penn Yan, discussed the subject. At the second meeting the topics were "The Metric System" and "Teachers' Annuities." Prin. J. S. Taylor, of grammar school No. 19, Manhattan, opened the session and R. S. Searing followed. As a result of Mr. Searing's discussion of teachers' annuities, a resolution was passed to recommend to the general assembly that a co-operative association be formed for the benefit of teachers throughout the state. John G. Allen had charge of the third meeting, where "Child Study in the High School" was discussed. Prin. Scudder, of the New Haven (Conn.) high school set forth a plan of communication between teachers of the grammar and those of the high school.

PROPOSED CHANGES IN THE SYLLABUS.

At the evening meeting, the academic principals discussed the question, "Ought the syllabus to be more specific in point of detail?" Prin. F. D. Boynton, chairman of a committee appointed to investigate the matter, said that it was the general opinion of the various principals that altho some modification should be made, there should be no radical changes. The committee advised that some change should be made to bridge the wide gulf existing between the grammar and high school, and regarding the regent's examination made the suggestion that some of the existing subjects should be given more prominence, while others should count for less than at present. At the same meeting Prof. Avery, of Rochester, spoke on natural science and Prof. Lewis, of Canandaigua, on biology.

COLLEGE GRADUATES AS TEACHERS.

At the meeting Thursday morning a resolution offered by the State Regents that after January 1, 1900, every high school must employ only college graduates, was discussed. State Supt. Skinner and other representatives of the department of public instruction opposed the resolution. Secretary Melvil Dewey supported it no less vigorously. A majority of the principals, however, being opposed to the resolution, referred back to the regents' office for modification.

THE GRAMMAR SCHOOL PRINCIPALS.

The New York society for child study met with the grammar school principals Wednesday morning. Dr. Smith Baker, of Utica, gave an address on "Fatigue;" C. L. Marsh, of Tonawanda, commented upon what Dr. Baker had said.

In the afternoon Prin. W. H. Scott, of Syracuse, spoke upon the quantity and quality of work to be done in the grammar grades. Mr. Scott believes that the boy should be trained in the grammar school, not for the university or even for the high school, but for life. Mrs. Belle Smith Bruce, of Yonkers, followed with a paper on the influence of the voice in school work. She believed that children were like finely adjusted musical instruments, giving back the echo of the pitch in which they are addressed.

The relative positions of poetry and science in education were discussed by Charles De Garmo, of Cornell university, in the evening. Prof. De Garmo was of the opinion that while the two are radically different they are, in a way, of mutual advantage. Either subject leaves its impress on the mind of the student and there is need of both in the formation of a well-rounded, symmetrical intellect.

The program for Thursday morning included a paper by Prin. Adelbert Bugbee, of Buffalo, on the method of the recitation, its underlying principles and practical application; and a paper by Prin. J. W. Kimball, of Amsterdam, on what should be done with pupils not intending to enter the high school. Discussion opened by W. H. Benedict, of Elmira.

The following are the officers for the ensuing year: President, S. P. Moulthrop, of Rochester; first vice president, Charles E. Lawton, of Auburn; second vice president, Mrs. Belle Smith Bruce, of Yonkers; recording secretary, S. C. Clifton, of Troy; corresponding secretary E. M. Sparling, of Rochester; treasurer, E. B. Horton, of Binghamton.

Teachers' Preparation—Study of Fatigue.

(Correspondence of THE SCHOOL JOURNAL.)

CINCINNATI, OHIO.—At the December meeting of the Hamilton county association, about 350 teachers from the county and city were present. Prin. M. F. Andrew, of Linwood school, read a paper on "Who Should Teach, and What the Preparation," that created a spirited discussion. He opened his address with a bit of sarcasm on the methods pursued in Ohio in training (?) and selecting teachers. He dwelt at length upon the fact that any country boy or girl, whose salary might be needed to support a family, could by some means secure a certificate, get a school and go out to practice upon the youth of the community, while to practice medicine, law, or even shoe horses, one must have years of preparation. The point was made that teachers ought always to ask themselves the questions, "Why did I teach that lesson?" "Why did I present it as I did?" "Had it any educational value?" "What personal influence have I on the child?" He advised young teachers to make better preparations all along the line; not only to attend good schools, but to read and study the best that has been written on education. He advised them to know much more even of the common branches than they are expected to teach, not forgetting at any time the necessity of nature study.

Mr. Andrew dwelt at length on the thought that some of the poorest teaching in this country is in the colleges and normal schools, and quoted at length from prominent educators to prove the statement. He paid a tribute to Dr. Gordy of the state university, claiming that he was one of the few college men in the state who really knew how to teach. Dr. Gordy's influence, he said, will be felt in this state in coming years. Dr. Hancock and the lamented Garfield were held up as teachers worthy of study and imitation.

Professors in our colleges should have university training supplemented with travel and study abroad; high school teachers should have college training with much other supplementary work, and the teachers in grammar and primary schools should at least be high school graduates, with normal school training. Scholarship first, then pedagogical training. Back of it all, one should be naturally adapted to the work.

Following this Supt. Chaney, of Chillicothe, O., gave an address on "The Power of Purity in Life and Learning."

The City Principals' Meeting.

At the Cincinnati principals' meeting, December 16, the discussion was on "Influence of Fatigue on the Mentality of the Child." Prin. Washburn, of the Eleventh district school, led with an exceedingly able address. Children do not break down all at once, he said, and the immediate effects of fatigue are so slight that we do not notice them till the mischief is done. There are certain critical periods in life and at some one of these we are liable to break down. Little is known of muscular force and it may be closely akin to electricity. The muscles often warn us that mentally we are fatigued, and it must be physical rest that will cure. The mind is not subject to such frequent collapses as the body. The mind manages some of its own affairs and can protect itself in many ways, while the body has no such power. It will take rest, even in spite of the will. Many times the causes of breakdown reach back of the child, perhaps for generations. Our large and closely graded schools suffer more from these things than do the rural schools. Palsies become more frequent in large, crowded cities than in the sparsely settled districts. Dr. Giles Mitchell, of Philadelphia, says the causes for this are 1, climatic conditions; 2, regulations in school; 3, business interests.

Pure air and the conditions of the country schools no doubt account for the strength of body and mind of the country boy. It were better if many children never were born. The weaklings are crowded into the schools at the ages of five and six, to battle against the strong and soon they are compelled to give way. Long sittings and long sessions are injurious to child life. The brain owes much of its development to muscular effort, and the children should be turned loose to exercise. Nagging, noisy teachers have a bad effect. Many times children are kept in to write words over and over again, and such practices have a tendency to make children stubborn. Work should be made interesting. We have too much home work and too much reciting. Children should be given time for recreation and time to study; driving the work in modern education is killing.

Prin. Youmans, of the thirtieth district, gave a very interesting talk on the experiments he had made with the children in his own school, in trying to find out what subjects were most fatiguing and what times in the day were most wearing on the child. Prin. Burns, of the eighteenth district, had also experimented on the same lines, and had thus been enabled to arrange his programs much more satisfactorily. We should have no cast-iron programs. A.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.

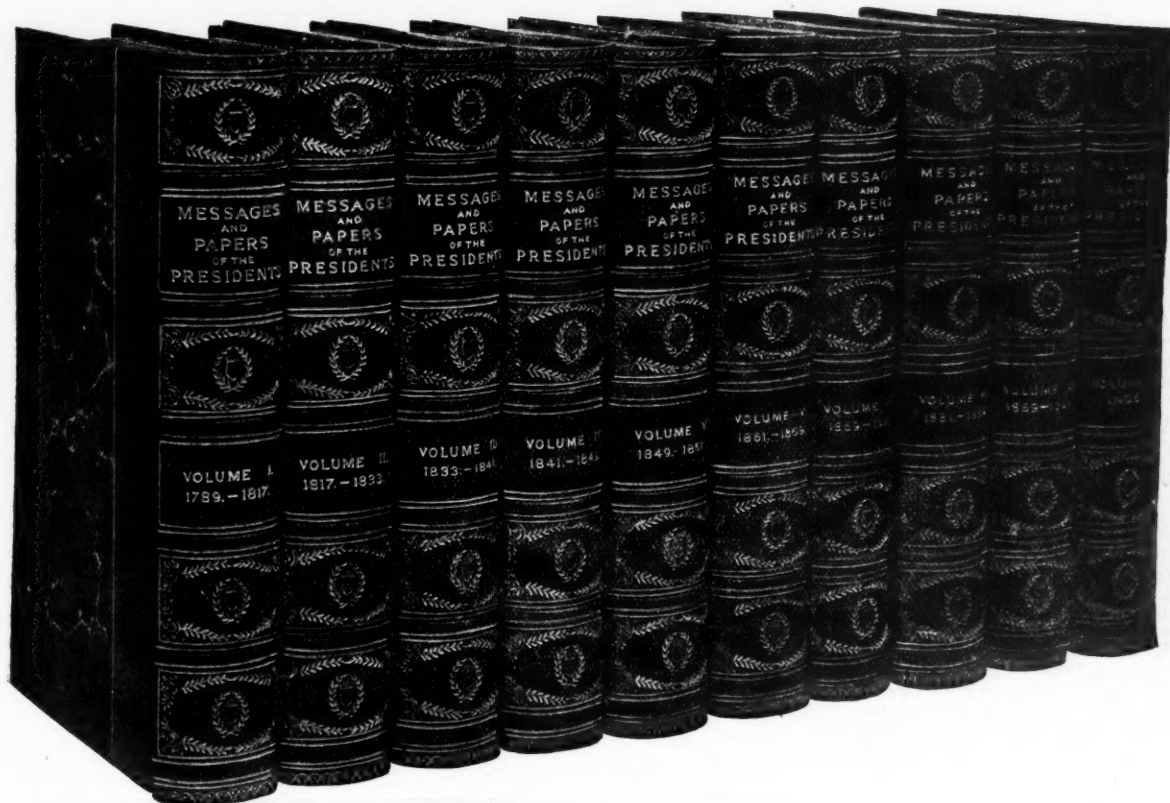
Messages and Papers of THE PRESIDENTS.

WRITTEN BY
OUR PRESIDENTS.

A History of Our Country.

EDITED BY THE
HON. JAMES D. RICHARDSON,
UNDER THE DIRECTION OF CONGRESS.

IN TEN MAGNIFICENT VOLUMES.



AN AMERICAN BOOK FOR AMERICAN CITIZENS BY THE GREATEST AMERICANS.

FROM this magnificent Library the warm genius, keen statesmanship, and constructive power of our "National Selectmen" shine out upon the multitude of problems which are continually coming up for solution. Most of our Presidents have been men of marked literary genius, and their political writings are masterpieces from that standpoint alone. Many of the Messages, having been written under the stimulus of strong public excitement, are as absorbingly interesting as the greatest works of fiction, and the work is an unquestionable authority on American History behind which it is impossible to go.

The Hon. Ainsworth R. Spofford, of the Congressional Library, has accepted the position of General Secretary of the Committee appointed to distribute the work. If a private publisher were to undertake to publish it, even if he could gain access to the Government records, it would cost not less than a million dollars to produce, and he could not afford to sell it for less than Ten Dollars per volume. The Committee on Distribution has, however, undertaken to distribute the work at a trifle over the cost of manufacture and distribution. If it is necessary to increase the price to meet expenses, it will be done later, but not on applications received during the present month.

COMMISSIONER HARRIS SAYS:

"I have carefully examined Messages and Papers of the Presidents, and I have found abundant evidence of its practical value to the educator. The correct understanding of the fundamental principles of our Government, and the ever-increasing significance of our history makes this work an actual necessity to the progressive educator."
W. T. HARRIS, Commissioner of Education.

A postal-card request for full particulars, addressed as below, will bring ample descriptive matter and full instructions for making application. On all requests accompanied by a deposit of ONE DOLLAR, a set of books will be laid aside and reserved pending further investigation, and if you decide within ten days not to make a regular application for the work the amount will be refunded.

AINSWORTH R. SPOFFORD, Gen'l Secretary, Committee on Distribution, Washington, D. C.
[Dept. A.A.]

Interesting Notes.

Norway and Sweden and their Ruler.

The serious illness of King Oscar, of Sweden and Norway has caused his subjects much concern. King Oscar, who is the great grandson of General Bernadotte, famous under Napoleon, was born January 21, 1829, and succeeded to the throne on April 18, 1872, on the death of Charles XIV. He married, in June, 1857, the Princess Sophia, daughter of the late Duke Wilhelm of Nassau. From this union there are four sons. They are Gustav, duke of Wermland, born in June, 1858, now heir apparent to the throne; Oscar, duke of Golland, born in November, 1859, and who married Miss Ebba Munck, daughter of Colonel Munck, renouncing all right to succeed to the throne; Carl, duke of Westergotland, born in February, 1861, and Eugene, duke of Nerike, born in August, 1865.

In 1394 the crown of Sweden was united to those of Denmark and Norway by Margaret of Denmark, who had defeated Albert, king of Sweden, and who formed the famous union of Kalmar. The Swedes recovered their independence under Gustavus Vasa in 1521. The house of Vasa ascended the throne in 1523, and gave to Sweden the celebrated Gustavus Adolphus. It was succeeded by the house of Deux-Ponts, which furnished the famous Charles XII.; to this succeeded the houses of Hessen-Cassel and Holstein-Gottorp. In 1810 Marshal Bernadotte, of France, was chosen crown-prince, and ascended the throne as Charles John XIV. in 1818.

When the coalition was formed against Napoleon, Sweden stipulated that, in the event of the success of the arms of the allies, Norway should be united with her under one monarchy. This agreement was carried into effect in 1814 by the treaty of Kiel. Tho the two kingdoms have but one king and one set of representatives in foreign lands, they have separate constitutions. The Norwegians, however have repeatedly shown their dissatisfaction with this arrangement. The agitation for separation from Sweden is carried on thru the press and in other ways.

Snails that Bore into Rocks.

A block of compact limestone was sent from Algiers to Paris, because it was riddled with holes, at the bottom of each of which slept a snail—*helix aspersa*. The block was put into the geological museum in October and the snails slept quietly in the little caves they had made all winter. In May they came out and tried to crawl away. A scientist wishing to know how so soft a thing as a snail could bore into hard rock, killed one and dissolved its body in sulphuric acid: hard fine pieces of flint were found, which he had somewhere in his body and which he had undoubtedly used to bore with into the rock.

A Suggestion Regarding Ether.

Prof. Oliver J. Lodge, of England, who has devoted particular attention to this subject suggests that the ether which pervades space and conveys the waves of light, electricity, and so forth, may serve as a medium of communication between mind and mind. In this way many mysterious and apparently miraculous phenomena, such as transferring of thought from one mind to another, could be explained.

To Explore the Antarctic Region.

An expedition for Antarctic exploration in charge of Mr. Borchgrevink, will shortly leave for Australia and South Victoria Land. The Southern Cross, the ship that will be used for this expedition, has ten feet of solid oak at her bows and is thirty-two inches in thickness at her weakest

point. Sledges and dogs are provided for the inland journey on the South Victoria continent. The expedition will explore that land and investigate the seas between there and Australia. Mr. Borchgrevink will take with him stores for three years and a supply of carrier-pigeons.

Plan to Help Spanish Soldiers.

The Mexican government has offered to organize bands among the Spanish soldiers in Cuba and provide them with free passage to Mexico, where necessary tools, seeds, and agricultural implements will be provided. In addition oxen and small houses will be given to the immigrants, and a certain portion of the public lands will be set apart for them. In return the Mexican government will require a return of twenty per cent. a year until the supplies are paid for, after which the lands will become their own.

As the foreign money order department and travelers checks are becoming more and more known, they become more popular, and are taking the place of letters of credit and drafts, as their immense increase of business show. Many teachers and school officers are using their money order department to remit money to friends in Europe in preference to drafts which were formerly used.

It is universally conceded that Bovinine, manufactured in the city, is the best food product for invalids and children, and is recommended by all the leading physicians

in the country. The success of the food is phenomenal, and it is gaining favor constantly with the public.

How Goods are Ordered by Mail.

Few people have any idea of the vast amount of goods that is being shipped by freight, express, and mail direct to the farmer and the home, and few people have any idea how easy the great mail-order houses have made buying at wholesale, and how great are the inducements they offer to secure orders. This office is just in receipt of Catalog No. 107, issued by Sears, Roebuck & Co., of Chicago, a vast department store boiled down, so that you can sit down at your desk or table in your own home, and select just such goods as you want, and everything is made so plain by large, handsome, clear illustrations, plainly written descriptions and prices in plain figures, that everyone can order by mail.

Sears, Roebuck & Co.'s Catalog is certainly a merchandise encyclopædia, a book of 1,120 pages, weighing nearly four pounds, and while it requires 30 cents postage alone to mail it, they send it postpaid to any address on receipt of only 15 cents to help pay the postage. Everything you will find in the largest department stores, everything that is offered for sale in any kind of a store anywhere, is found complete in this catalog, and so plainly illustrated and described, and priced so low, that it is not strange that people are so anxious to get this book, and that so many send to this house for their goods.



King Oscar of Sweden.



Nothing is left to chance in the manufacture of Ivory Soap. It is the highest result of scientific soap making.

Ivory Soap has been analyzed by many of the most noted chemists, who pronounce it of superior quality. The tests of chemists give confidence that it is pure, and the tests of thousands of housekeepers who have used Ivory Soap for years is even more convincing. They say that Ivory Soap will do some work for which no other soap can be trusted. They know from experience.

A WORD OF WARNING.—There are many white soaps, each represented to be "just as good as the 'Ivory'"; they ARE NOT, but like all counterfeits, lack the peculiar and remarkable qualities of the genuine. Ask for "Ivory" Soap and insist upon getting it.

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THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by
E. L. KELLOGG & CO.,
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61 E. NINTH STREET, NEW YORK.
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

TWO DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

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Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Church Bells and Other Bells.

The Neptune Hose Company, of Atlantic City, has just been supplied with a bell of 2,000 pounds by the McShane Bell Foundry of Baltimore, Md., while a peal of bells for the first Reformed Church of Quakertown, Pa., and a church bell of 5,240 pounds are to be placed by them in St. Patrick's R. C. Church of Whitinsville, Mass. It was the McShane Bell Foundry Co., who furnished "The Centennial" chimes which added so much to the great exhibition at Philadelphia.

Since that time, the making and placing of bells by this foundry has extended to every state and territory in the Union, and many foreign countries are represented among their patrons. Just recently they sent a mammoth bell of 3,500 pounds to Ireland; still another to India.

The artistic catalog (sent free) issued by the McShane Bell Foundry is a regular little encyclopædia of information concerning all sorts of bells, peals, and chimes.

Pears'

Pretty boxes and odors are used to sell such soaps as no one would touch if he saw them undisguised. Beware of a soap that depends on something outside of it.

Pears', the finest soap in the world is scented or not, as you wish; and the money is in the merchandise, not in the box.

All sorts of stores sell it, especially druggists; all sorts of people are using it.

How to Improve the Complexion.

We all enjoy the beautiful, whether in nature, scenery, art, or the human face. Speaking of the face we will say that if the complexion is not good the beauty is seriously marred. Hosts of ladies have found that Dr. T. Felix Gouraud's Oriental Cream, or Magical Beautifier, purifies as well as beautifies the skin, that it removes tan, pimples, freckles, etc. It is sold by druggists or fancy goods dealers, or may be obtained of Ferd. T. Hopkins, 37 Great Jones Street, New York.

The Messages of the Presidents.

The teacher, especially the one whose main work is the teaching of history, will be interested in the announcement of the publication of *A Compilation of the Messages and Papers of the Presidents, 1789-1897*, by James D. Richardson, a representative of the state of Tennessee. The work is in ten octavo volumes, finely printed, illustrated, and bound, and will be a treasure for any library.

The need of such a work has long been felt, but the stupendous task of collecting the papers and the inaccessibility of some of them have prevented the completion of the task heretofore. When Mr. Richardson offered his own private collection as the basis of the work Congress readily appropriated the necessary funds, and passed the required resolutions making it possible to embody in this work all the presidential papers, including many of the executive messages that have heretofore been kept under the government seal of secrecy. These documents, of course, have never before been published, and disclose many highly interesting matters upon which information is much sought after.

The papers are all given in their chronological order, and the tenth volume contains a summary of our history and an index by which the development of any policy can be traced. For the school, the home, or the library the work is invaluable. Hon. A. R. Spofford, of the Library of Congress, is general secretary of the committee of distribution. He will send sample pages and further particulars.

The Hon. W. T. Harris says of the work: "I have carefully examined it, and have found abundant evidence of its practical value to the educator. The correct understanding of the fundamental principles of our government, and the ever-increasing significance of our history makes this work an actual necessity to the progressive educator."

Headaches Accompanying Catarrhal Troubles.

L. B. Grundy, M.D., Demonstrator of Anatomy and Microscopy, Southern Medical College, Atlanta, Ga., says: "Antikamnia has given me the most happy results in the headaches and other disagreeable head symptoms that have accompanied the late catarrhal troubles prevailing in this section. In my practice it is now the remedy for headache and neuralgia, some cases yielding to it which had heretofore resisted everything except morphine. I usually begin with a ten-grain dose (two tablets), and then give one five-grain tablet every hour or two until relief is obtained. A refreshing sleep is often produced. There seem to be no disagreeable after-effects."—*St. Louis Medical Era.*

Florida.

Fortnightly Tours via Pennsylvania Railroad.

The midwinter exodus has begun. The discomforts and dangers of our Northern winter are directing attention to the sunny lands of the South.

The first Pennsylvania Railroad tour to Jacksonville, allowing two weeks in Florida, will leave New York and Philadelphia January 24.

Excursion tickets, including railway transportation, Pullman accommodations (one berth), and meals en route in both

directions while traveling on the special train, will be sold at the following rates: New York, \$50.00; Philadelphia, Baltimore and Washington, \$48.00; Pittsburgh, \$53.00, and at proportionate rates from other points.

For tickets, itineraries, and other information apply to ticket agents, Tourist Agent at 1196 Broadway, New York, or to Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

California.

Extraordinary Tour via Pennsylvania Railroad.

America is a great country. In variety and grandeur of natural scenery it is unrivalled. To traverse it, to behold its diversities and its wonders, is a liberal education, a revelation to the immured metropolitan citizen. The Personally-Conducted Tour to California under the direction of the Pennsylvania Railroad Company, which leaves on February 9, affords a most excellent opportunity to view the vast variety and boundless beauty of this marvelous land. The party will travel over the *entire route* in the model Pullman train of smoking, dining, sleeping, and observation cars exhibited at the World's Fair, Chicago, and subsequently at Atlanta, Nashville, and Omaha. This train will be placed in service for the first time on this occasion, and will be in charge of a Tourist Agent and Chaperon, who will look after all details of the trip, as well as the individual welfare of members of the party. Stops will be made at Mammoth Cave, New Orleans during Mardi Gras Carnival, El Paso, Los Angeles, San Diego, Redlands, Riverside, Pasadena, Santa Barbara, Monterey, Del Monte, Santa Cruz, Mount Hamilton, Menlo Park, San Francisco, Salt Lake City, Glenwood Springs, Colorado Springs, Manitou and Garden of the Gods, Denver, and Chicago. Nineteen days will be spent in California. Round-trip rate, including all necessary expenses during *entire trip*, \$400 from all points on the Penn-

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Send No Money. Cut this ad. out

state your height and weight, state number of inches around body at breast taken over vest under coat close up under arms, and we will send you this coat by express, C. O. D., subject to examination; examine and try it on at your nearest express office and if found exactly as represented and the most wonderful value you ever saw or heard of and equal to any coat you can buy for \$5.00, pay the express agent our special offer price, \$2.75, and express charges.

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The next tour of the season leaves Thursday, January 19. The rate, \$14.50 from New York, \$11.50 from Philadelphia, and proportionate rates from other points, includes all necessary expenses during the entire trip—transportation, hotel accommodations, guides, etc. An experienced Chaperon will also accompany the party for the benefit of the lady tourists.

For itineraries, tickets, and full information, apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 789 Broad Street, Newark, N. J.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Old Point Comfort, Richmond, and Washington.

Six-Day Tour via Pennsylvania Railroad.

The first of the present series of personally-conducted tours to Old Point Comfort, Richmond, and Washington via the Pennsylvania Railroad will leave New York and Philadelphia on Saturday, January 28.

Tickets, including transportation, meals en route in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond—in fact, every necessary expense for a period of six days—will be sold at rate of \$34.00 from New York, Brooklyn, and Newark; \$32.50 from Trenton; \$31.00 from Philadelphia, and proportionate rates from other stations.

OLD POINT COMFORT ONLY.

Tickets to Old Point Comfort only, including luncheon on going trip, one and three-fourths days' board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$15.00 from New York; \$13.50 from Trenton; \$12.50 from Philadelphia, and proportionate rates from other points.

For itinerary and full information apply to Ticket Agents: Tourist Agent, 1196 Broadway, New York; 789 Broad Street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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It is Easy to Keep Well if We Know How—Some of the Conditions Necessary to Perfect Health.

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and every blemish on beauty, and defies detection. On its virtues it has stood the test of 48 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A. Sayre said to a lady of the haut-ton (a patient): "As you ladies will use them, I recommend Gouraud's Cream as the least harmful of all the skin preparations." One bottle will last six months, using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

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Our Special Offer Price as follows: 2-oz. switch 20-in. long, long stem, 65c; short stem, 90c; 3-oz. 22-in. long, short stem, \$1.25; 3-oz. 22-in. long, short stem, \$1.50; 3-oz. 24-in. long, short stem, \$2.25; 3 1/2-oz. 26-in. long, short stem, \$3.25. WE GUARANTEE OUR WORK the highest grade on the market. Order at once and get these special prices. Your money returned if you are not pleased. Write for Free Catalogue of Hair Goods. Address,

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HAIR ON THE FACE**
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FLORIDA AND THE SOUTH.

Opening of the Social Season and Inauguration
of the Magnificent

NEW YORK AND FLORIDA LIMITED SERVICE.

JANUARY 16, 1899.

The opening of the Florida season will be signalized this year, as usual, by the placing in service of the "New York and Florida Limited" between New York and St. Augustine, Fla. This is acknowledged to be the finest train in the world, in its appointments, luxury, and detail of finish, and the first of these trains was constructed by the Pullman Company for the use of the President of the United States on official tours.

"The New York and Florida Limited" leaves New York daily, except Sunday, at 11.50 a.m., via the Pennsylvania Railroad, the Southern Railway, Florida Central & Peninsular R. R., and the Florida East Coast Railway, and reaches St. Augustine at 2.20 p.m., the following day, making the run, which exceeds 1000 miles, in but little more than twenty-four hours. No train has attracted so much attention, and its fame has been heralded wherever railroading is known. It is composed of Pullman Compartment Cars, each room being finished in different woods and supplied with private lavatory and toilet; Pullman Drawing-room Sleeping Cars of the latest pattern and finish; a royal Club Car for the gentlemen; an Observation Car with a handsome Drawing Room at its rear opening on to a wide platform; a Library Car; and Dining Car, in which the service and the cuisine rank with the finest New York hotels. This "New York and Florida Limited" runs through solid to St. Augustine, with the exception of one car which is detached at Columbia, S. C., and goes through to Aiken, which it reaches at 9.35 the next morning after leaving New York, and Augusta at 9.50. Brunswick and Jeckyl Island are conveniently reached by this train at 12.00 o'clock noon through the perfect connections afforded at Everett, Ga.

There are two other fine trains between New York and Florida, via "The Florida Short Line," one the "Washington and Southwestern Vestibule Limited," leaving New York at 4.20 p.m. daily, and the "United States Fast Mail," leaving New York at 12.05 midnight. The former train carries through Pullman Drawing-room Sleeping Cars between New York, Jacksonville and Tampa, and also offers Pullman Sleeping Car service between New York and Augusta, Ga., with connections for Aiken, Brunswick, and Jeckyl Island. The latter carries through Drawing-room Sleeping Cars between New York and Jacksonville, connecting with Parlor Car service to points on F. C. & P. R. R. and F. E. C. Ry. Dining cars are operated on all trains of the Southern Ry.

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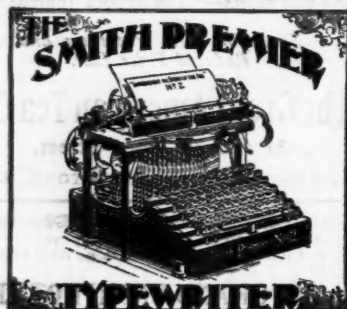
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